

First Year Seminar: English Language for Liberal Arts

Pursuit of Wisdom: Knowledge, Self, and Society *Spring 2014*

FYS II (211); ID: 2812; Credits – 12.0, Gen-Ed Required
Prerequisite: Fall 2012, FYS I (100)
Section 15 - Mon/Wed/Fri – 10-10:50; 11-11:50 A.M.- room 230

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Course Description

To be wise is valued in many cultures. Many great books are in fact about what makes a person wise, a wise leader, or a just leader. But what does wisdom look like? How do we know we are wise ourselves, or if we are standing in the presence of a wise person? Is wisdom the same as knowledge? What is their relationship? Can we pursue wisdom? How does wisdom relate to freedom? In First Year Seminar, we will ask ourselves these questions and more, and we will examine closely the writings of a few authors who have been considered influential and perhaps even wise. We will also explore the pursuit of wisdom through different perspectives, assuming wisdom and knowledge have personal, academic, social, spiritual, and aesthetic dimensions. But equally important, through our discussions, we will familiarize ourselves with the mission, philosophy, and fundamental values of a liberal arts education, and ask ourselves, “What does it mean to participate in an intellectual community grounded in the liberal arts?”

Writing Objectives

In the writing component of FYS, we will sharpen our skills at composing and revising academic essays, beginning with reflective and exploratory work. We will consider close reading strategies, the process of developing an essay—from early invention practices through intensive revision strategies—and pay special attention to supporting our claims with textual evidence. Our focus will be the array of choices available to us as writers as we respond to complicated issues with clear, convincing arguments. We will seek to do so not by simplifying our thinking, but, rather, by using the format of the essay—particularly structure—to capture and convey our ideas in all their complexity. Engaging the writing process, expect careful attention given not only to your ideas and the ideas of the texts, but also to the surface control of the English language in the final stages of your essays. We strongly encourage you, and at times will require you, to take advantage of AUCA's Writing & Academic Resource Center (WARC) located in Room 226.

Goals/Learning Outcomes:

By the end of this course, you should be able to:

- Read and annotate core texts closely
- Be able to identify main themes and arguments and how they run through texts
- Be able to closely examine language and its impact on a text
- Engage a text through writing about it

- Form an argument about a text and debate about it
- Write an essay making an argument about a text
- Write an essay comparing and/or incorporating two or more texts or materials
- Perform outside research in order to learn more about a core text
- Make a class presentation of your own research
- Begin to understand how texts can impact art, culture, language, history, and even how we perceive others and ourselves

Approaches:

First Year Seminar is an interdisciplinary and yearlong theme-based course. It will expose you to a rich variety of literature, philosophy, social science, arts, natural science, and biographical texts. We will explore the ideas generated in this class through films, guest speakers, papers discussions, as well as some off-campus classes.

The course is interactive and student-centered which requires intensive reading and writing. Hence, you are expected and strongly encouraged to write frequently, read widely and thoughtfully, and discuss ideas actively in class, while you learn and experience what it might mean to pursue wisdom and knowledge at AUCA as a learning community.

Required Core Texts:

Arendt, Hannah. "Personal Responsibility Under Dictatorship." From: *Responsibility and Judgment*. New York: Schocken Books, 2003.

Darwin, Charles. "Struggle for Existence" and "Conclusion." From: *The Origin of Species by Means of Natural Selection, Or, the Preservation of Favored Races in the Struggle for Life*. New York: Penguin Books, 2005.

Dostoevsky, Feodor. "The Legend of the Grand Inquisitor." From: *The Brothers Karamazov*. Pp. 246-265. Trans. ed. By Richard Peaver and Larissa Volokhonsky. New York: Farrar, Straus and Giroux, 2002.

Gould, Stephen J. "The Diet of Worms and the Defenestration of Prague." From: *Leonardo's Mountain of Clams and the Diet of Worms: Essays on Natural History*. New York: Harmony Books, 1998.

Shelley, Mary W. *Frankenstein*. W.W. Norton & Company, Inc., 1996.

Required Films:

Hannah Arendt (Margaretta von Trotta, 2013)

My Left Foot: The Story of Christy Brown (Jim Sheridan, 1989)

Course Requirements and Class Policies:

1. **Class Preparation:** For all FYS sessions/classes and tutorials you must arrive with mandatory materials: FYS notebook handed out in Orientation, FYS course reader in a binder, pencil or pen, all handouts (buy a folder when you can).
2. **Attendance.** DO NOT MISS CLASS! You are expected to attend all sessions/classes. Absences, late arrivals, early departures, and trips to bathroom are all noted to significantly affect or lower your grade. All absences are equal and none are "excused."

It is each student's responsibility to obtain the assignments if you are not present when they are distributed and given.

3. **Participation (in-class writings and discussion).** You are also expected to participate in class discussions and encouraged to raise questions on that day's assigned texts as well as the overall course concepts. Do participate in the discussions!
4. **Classroom Decorum:** You are welcome to bring drinks to class. ***Please use the restroom before class***—I cannot repeat discussions for those who take a break. Bottom-line: unless it's an emergency, do not disrupt the class by getting up and leaving in the middle of a discussion. If you arrive late, please enter quietly and take a seat by the door. Try to avoid disrupting the class. The use of wireless computers is permitted solely for the purpose of taking notes. Otherwise, turn off all your electronic gadgets. Do not disrupt the class and deprive other students of the opportunity to learn.
Turn off your mobile phones!
5. **In-class writings:** Your participation in this course will be also determined by in-class writing assignments that will be given throughout the semester. They will be administered and be based on that day's reading assignment or class discussion. Therefore, always plan to arrive on time, having completed the assigned readings and prepared for discussions. There will be no make-up writing assignments to absentees.
6. **Individual/Group Presentations:** You will be asked to make an individual 10-12 minute presentation on themes/developments/issues related to the core texts or course concepts. You are free to select a topic for your presentation. After doing a thorough research and analysis on a chosen topic, you will be leading or co-leading some parts of class discussion on a fixed date. You need to study the topic/text thoroughly and think deeply over the concepts and problems raised in the texts in order to deliver the material effectively, answer your classmates' questions, and engage them into the class discussion. A detailed outline of your presentation should be submitted no later than two days before before the date of your presentation.
7. **Short Writing Assignments-(4 Short Essays; 2-3 pages long each; with revision):** You are expected to complete 4 short writing assignments no less than 2 pages but no more than 3 pages each) throughout the semester. In these essays, you will explore, reflect on, or respond to an issue, problem, or concept discussed or raised during the class discussions and course texts/films. Your essays should demonstrate that you understand the problem or question, know the relevant material and can contemplate over these issues, and can present your ideas clearly. Detailed instructions will be provided before each assignment.
8. **Essays and Revision (2 Long Essays; 5-page long each; with revision):** You will reflect on topics/ ideas/concepts drawn from course texts, classroom discussions as well as the films. Please note that revision is a crucial part of your writing process, as it will demonstrate the progress of your work. You may need to revise your paper several times depending on your paper. In the process of revision you are strongly encouraged to review and rethink your arguments and evidence more critically, reconsider and reassess your ideas and thoughts. Detailed instructions will be provided before each assignment.
9. **Submitting Assignments:** Though I prefer a hard copy, assignments can be submitted through the e-course system before the class in which they are due. Hard copies should also be brought to class on the day in which they are due.
10. **Late Assignments:** Because your papers will be going through an extensive review process, it is extremely important to complete your assignments on time. You will lose 10% per day for each late assignment. Your participation marks will also suffer for late

assignments that were to be discussed in class. If circumstances make it impossible for you to submit an assignment on time, you must email me before the class begins and explain why you are unable to complete the assignment on time. I reserve the right to not accept your excuses for late assignments.

11. Drafts: First draft assignments are not an opportunity to put off writing a paper until the night before the final is due. The amount of effort you put into your draft will most likely determine your final grade. Ask yourself these questions before you turn in any draft:

- A. Have I followed the format for the assignment?
- B. Have I proofread my work?
- C. Have I fully answered the question and explained my position?
- D. If this were a final version, would I be happy with the grade awarded?

If the answer to any of these questions is, honestly, “No,” then neither your draft nor your tutorial will probably help you much with writing your final paper, and your grade will reflect that fact.

12. Academic Integrity: Academic dishonesty, which includes plagiarism, fabrication of data and information, deception, and cheating etc., in any form will be penalized according to the University policy. **Plagiarism:** According to AUCA’s code of conduct (see https://www.auca.kg/en/registrar_code_conduct/), plagiarism (e.g. copying from the Internet or passing off someone else’s work as your own) and cheating are acts of academic misconduct. Penalties can include a failing grade for an assignment or even a failing course grade on your transcript. It is your responsibility to understand these rules and to properly cite all your sources.

13. Writing Assignments-Grading for all writing assignments will be based on:

- **Structure:** The long essays must have a thesis statement clearly stating your central argument and a brief introduction and conclusion. The papers should all be clearly organized and should avoid digression.
- **Clarity:** In addition to having a clear overall structure, sentences and paragraphs should be clear and direct.
- **Originality and Thoughtfulness:** For each assignment you will need to demonstrate that you have understood and thought about the text and you will need to offer your own perspective on the text.
- **Grammar:** All of your papers should demonstrate a strong grasp of English grammar.

14. Grading Distribution/Scale:

Attendance and Participation—30% (This includes in-class writes and presentations)

Short Essays - Reviewed and Revised (4)—30%

Long Essays- Reviewed and Revised (2)—40%

A 93-100%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C- 70-72%

D+ 67-69%; D 63-66%; D- 60-62%; F 0-59%

15. Other Miscellaneous:

a. Required format for papers: Times New Roman/Aral/Calibri 12, double-spaced, properly documented footnotes, endnotes, and bibliography. Proofread carefully and double check for errors in grammar, syntax, punctuation, and spelling.

Please see, consult, and get the most out of the Writing and Academic Resource Center of the University. Room: 228; E-mail address: warc@mail.auca.kg

b. Mid-term results: By March 15, the course instructor(s) will submit the report on students requiring special advising due to poor academic performance to the Office of Advising Coordinator.

- c. Disclaimer: I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Outline: Schedule of Readings and Assignments

Nature, Science, and Responsibility

Weeks 1– 6: Darwin, Arendt, and Gould

Nature and Responsibility: nature: biology, pattern, design, and faith. What is the role of perception in knowledge? What constitutes personal responsibility and its role in nature? What are the limitations of science and knowledge? Is nature moral? Extinction and adaptation or experimentation? Is there a natural economy? Is there progress in nature? How do we define the role of science in nature?

Week	Reading/Discussion (10:00-10:50)	Writing (11:00-11:50)
1	<p>Introduction to FYS II. Nuts and bolts of the course: syllabus and requirements.</p> <p>Free writing. In-class writing assignments (on the course/syllabus content, etc).</p> <p>Mini-presentation assignments (1/13) Assign Darwin's text and short/mini-presentations: <i>Darwin, Struggle for Existence and Conclusion</i></p> <p>Discussion/Mini-presentation: Darwin</p>	<p>Introduction to FYS II. Nuts and bolts of the course: syllabus and requirements</p> <p>Free writing. In-class writing assignments.</p> <p>Basics of writing. Exploring ideas in the assigned text(s)</p> <p>Developing a vocabulary to talk about fiction/non-fiction</p>
2	<p>Discussion/Mini-presentation: Darwin</p> <p><i>Darwin, Struggle for Existence and Conclusion</i></p> <p>Assign: Arendt, "Personal Responsibility Under Dictatorship"</p>	<p>The dialectic notebook & taking a stand</p> <p>Text rendering and collaborative reading</p> <p>Developing ideas for Short essays</p> <p>Assign: Short Essay #1</p>
3	<p>Discussion/Mini-presentation: <i>Arendt, Personal Responsibility Under Dictatorship</i></p>	<p>Exploring/Developing ideas for Long Essays: basics of writing</p> <p>Introductions & Thesis Statements</p> <p>Identifying and evaluating thesis statements</p> <p>Due: Short Essay #1</p>
4	<p>Discussion/Mini-presentation: <i>Arendt, Personal Responsibility Under Dictatorship</i></p>	<p>Dialogue with the author</p> <p>Paragraphs & Citations</p>

	Assign: Gould, <i>The Diet of Worms and the Defenestration of Prague</i>	Peer Review and Revision Assign: Short Essay #2
5	Discussion/Mini-presentation: Gould, <i>The Diet of Worms and the Defenestration of Prague</i>	Due: Short Essay #1 (revised) Identifying passages important to readers and responding to them. Revised Paragraphs, Conclusions and Grammar Defining problems and issues Assign: Long Essay #1
6	Discussion/Mini-presentation: Gould, <i>The Diet of Worms and the Defenestration of Prague</i> Assign; Shelley's <i>Frankenstein</i>	Close reading and the use of secondary sources. Interpreting and using secondary sources Due: Short Essay #2

Wisdom, Science, and Aesthetics

Weeks 7-11: Shelley, Frankenstein

Discussion Questions: <i>What are the limitations of science? What is the role of technology & experimentation in knowledge? The wisdom of the body: biology, behavior, or culture? Can wisdom exist outside of community? Can beauty salvage the world? Can we undo knowledge? Is self-education wise? What is the function of the unnatural? Is nature moral?</i>		
7	Shelley, Mary W., <i>Frankenstein</i> . Preface pp. vii-xii. <i>Volume I</i> . Pp. 1-17 and pp. 169-175. Vol. 1. Chapter I-III, pp. 17-34 & pp. 313-330; Discussion/Mini-presentations	Due: Long Essay #1 Close reading: Inside page title vol. 1; pp. 205-208. Developing questions. Developing a perspective and tracing its evidence Identifying and evaluating thesis statements
8	Vol. I, Chapter IV-VI, pp.34-51 Vol. I, Chapter VII, pp. 52-58 Discussion/Mini-presentations	Due: Short Essay #2 (revised) Identifying and evaluating thesis statements Extended believing and doubting exercise. Assign: Short Essay 3#
9	Vol. II. Chapter I- III, pp.59-73 & pp.274-286	Due: Long Essay#1 (Revised)

Spring Break	Chapter IV-VI, pp.73-85 & pp. 241-250 Discussion/Mini-presentations	Citations, block quote, paraphrasing, and summary
10	Chapter VII- IX, pp.85-101 <i>Volume III</i> . Chapter I-III, pp.103-120 Discussion/Mini-presentations	Due: Short Essay #3 Process writing: observing and recording your own learning behavior
11	Chapter IV-V, pp.120-134 Chapter VI-VII, pp. 135-156 Discussion/Mini-presentations Assign Dostoevsky	Thirteen points exercise Assign: Short Essay # 4

Wisdom and Religion

Weeks 12-15: Dostoevsky, *The Grand Inquisitor*

<i>Religion and Science—co-existence or opposition? What are the social responsibilities of having wisdom or knowledge? Is there wisdom or knowledge without language? What’s the role of suffering & empathy in wisdom and knowledge? The power of the church and the machinery of the law.</i>		
12	Introduction to Dostoevsky, <i>The Legend of the Grand Inquisitor</i> ; Dostoevsky, F. <i>The Legend of the Grand Inquisitor</i> . Pp. 246-252. <i>The Inquisition and the role of the church; Silence—Jesus’ and the Inquisitor’s.</i> Discussion/Mini-presentations	Due: Short Essay #3 (revised) Punctuation. Developing ideas for short essay # 4. Punctuation. Working with the short essay # 4. Assign: Long Essay #2
13	Dostoevsky, F. <i>The Legend of the Grand Inquisitor</i> . Pp. 252-257. <i>The Three Temptations.</i> Dostoevsky, F. <i>The Legend of the Grand Inquisitor</i> . Pp. 257-260. <i>Insufferable Freedom or Bread? “No science will give them bread....”</i> Dostoevsky, F. <i>The Legend of the Grand Inquisitor</i> . Pp. 260 – 264. <i>Freedom & free reason.</i> Discussion/Mini-presentations	Due: Short Essay #4 Citation styles What does the text remind you of?
14	Dostoevsky, F. <i>The Legend of the Grand Inquisitor: A common view of human nature.</i>	Due: Long Essay #2 Dialectical response notebooks: all texts

	Dostoevsky, F. <i>The Legend of the Grand Inquisitor: What does the Kiss Mean? A kiss is a kiss —or is it more?</i>	
	Discussion/Mini-presentations	
15	Concluding class on Dostoevsky, on FYS	Due: Short Essay #4 (revised) Concluding class on the text(s): What is not said in the text(s)? What problem is the text(s) addressing?
16	Final Exam Week (no Exams for FYS)	Due: Long Essay #2 (revised)

FYS Lecture/Film Series 2014

FYS symposia, lectures, and films are an essential component of the First Year Seminar that supplement and enrich the close reading of the core texts, class discussion, shorter and longer essay writing, and other learning activities of the course. Attendance and participation in the symposium, FYS lecture series, and films is required and included in the grading. Participation will be determined by the course instructor/instructors and can include, among other activities, class discussions and writing responses by the students. During FYS symposia, lectures, and film viewing, students will not use their portable computers, will switch off their cell phones, and will not engage in disruptive or disrespectful behavior. Non-compliance with this request will be regarded as violation of the Honor Code (see Honor Code, section 1, points c, d, e; section 2, point i) and will lead to disciplinary action.

Schedule of FYS lecture series, FYS symposia, and film viewings: (Note: the schedule is subject to change.
FYS lecture series (CH 1, 17:00)

January XX, Thursday	Lecture on Darwin Michelle Hoffman
February XX, Thursday	Lecture on evolution, religion, and morality Mike Thicke
February XX, Thursday	Lecture on Romanticism/Mary Shelly Clyde Forsberg
March XX, Thursday	Lecture on Dostoevsky Mariya Antonova
April XX, Thursday	Lecture on "Travel, Philosophy, and Death" Duane Lacey
<u>Symposium (CH I/ room 403, 17:00)</u>	
January XX, Thursday	Symposium 1 on Arendt: Lance Tillman
March XX, Thursday	Symposium 2 on Mary Shelly's <i>Frankenstein</i> Kamilya Kadyrova
<u>Film Viewing (room 403, 17:00)</u>	
February XXX (Tue, Wed, Thu)	<i>Inherit the Wind</i>
April XXX (Tue, Wed, Thu)	<i>My Left Foot</i>

