

Course texts

Ehrenreich, B. 1997. *Blood rites: origins and history of the passions of war*. New York: Henry Holt.
Shakespeare, W. and J. Crewe, ed. 2000. *Troilus and Cressida*. New York: Pelican Shakespeare.
Shaw, G. B. 1901. *The devil's disciple*. online at *Project Gutenberg*. www.gutenberg.org/dirs/etext03/tdvld10.txt.

Welcome to English 101, a requirement for virtually all college students. This course develops students' proficiency in college level reading and writing through practice of critical thinking and well-developed expository writing. Find below details on the assignments, readings, and other course information. Dates and schedule subject to slight revision due to class needs or unforeseen events. Essay assignments below show basic requirements. Much more detail and practice will be provided in class. In-text citations and references should be arranged in APA-style format. For essay length requirements, one page ≥ 250 words.

Attendance is required, and as per college policy, students may be dropped after missing a week of class time, or about 3 hours of a 3-unit course. Arriving late and leaving early adds up to unexcused absence as well as does skipping class completely. An attendance record will be posted each day, and students should sign in upon entering class. Online courses are available for students looking for a more independent schedule.

Warning: late essays are not accepted for credit. Late essays will not be scored but will be marked zero. Don't be late: a zero score on any of the essays would severely decrease course grades. Students are encouraged to submit drafts early, both for revision tips and to avoid being late due to emergencies. Plan ahead, post a draft on the message board early as back up for partial credit, and avoid late penalties.

Essay 1: Analysis and refutation (6 pages total, due in three 2-page parts: e1.1 due 1/8, e1.2 due 1/12, e1.3 due 1/14, with an optional bonus 1.b due 1/15)

Write three 2-page analyses of assigned text arguments contrasted with newspaper editorials, opinion columns, and persuasive essays or speeches. The three separate parts of essay 1 are due on different days but the different scores are averaged into one grade. For each part, students should choose one of two approaches: either refute the argument from *Blood rites* using the assigned essays and other supporting points, or use ideas from *Blood rites* and other sources to argue against the contrasting essays, columns, or arguments. Use the chart below to help organize your work.

Due date	Hypotheses, arguments, or claims of <i>Blood rites</i> (find links online, www.snorko.org/lacc)	Contrast to Op/ed column, persuasive essay, or thesis/argument
e1.1 1/8	Rituals of blood sacrifice both celebrate and terrifyingly reenact the human transition from prey to predator, and so, I will argue, does war. Nowhere is this more obvious than in the case of wars that are undertaken for the stated purpose of initiating young men into the male warrior-predator role—a not uncommon occurrence in traditional cultures. But more important, the anxiety and ultimate thrill of the prey-to-predator transition color the feelings we bring to all wars, and infuse them, at least for some of the participants, some of the time, with feelings powerful and uplifting enough to be experienced as "religious" (Ehrenreich, 1997, p. 22).	...remember the men and women of our armed forces. ...with their incredible sacrifices, they preserve the peace and freedom that we celebrate during this season. ...Two hundred and thirty-two years have passed since George Washington crossed the Delaware. But on this Christmas, his legacy lives on in the men and women of the United States military. ...our men and women in uniform and the families who support them remind us of a clear lesson: Defending freedom is a full-time job. Our enemies do not take holidays. So the members of our armed forces stand ready to protect our freedom at any hour. For their service, they have the thanks of a grateful Nation—this Christmas and always. Bush, Pres. G. W. 2008, Dec. 23. President's radio address. <i>WhiteHouse.gov</i>.

e1.2 1/12	Having made that case [above]—convincingly, I hope—in the first half of this book, Part II will consider the sacralization of war in historical times, and its evolution from an elite religion observed by a privileged warrior caste to the mass religion we know today primarily as nationalism. It is in our own thoroughly "modern" time, we will see, that the rituals and passions of war most clearly recall the primitive theme of resistance to a nonhuman threat (p. 22).	After September the 11th, we fundamentally reshaped our strategy for protecting the American people around three core principles. First, we recognized that our homeland security and intelligence capabilities were inadequate. So we launched the largest reorganization of the federal government since the beginning of the Cold War with one overriding purpose—and that was to prevent new attacks. ...Secondly, we recognized that even with the best defenses, we could not afford to wait for the terrorists to attack again. So we launched a global campaign to take the fight to the terrorists abroad, to dismantle their networks, to dry up their financing, and find their leaders and bring them to justice. We sent a clear message that America will make no distinction between the terrorists and those who harbor them. ...I offered Saddam Hussein a final chance to resolve the issue peacefully. It was his choice to make. And when he refused, we acted with a coalition of nations to protect our people—and liberate 25 million Iraqis. ...Thirdly, we recognized that the war on terror is more than a battle of arms. It is an ideological struggle for hearts and minds. ...we must counter the terrorists' hateful ideology with a more hopeful alternative based on liberty and justice. ...We increased our support for democratic reformers and dissidents around the world. We expanded our efforts to combat the conditions of despair and hopelessness that give rise to rage and radicalism. Bush, Pres. G. W. 2008, Dec. 17. President Bush discusses national security, homeland security and the freedom agenda at U.S. Army War College. WhiteHouse.gov.
e1.3 1/14	The anti-war movements of the late twentieth century are admittedly feeble undertakings compared to what they oppose. They are reactive and ad hoc, emerging, usually tardily, in response to particular wars, then ebbing in times of peace. They are fuzzy-minded, moralistic, and often committed to cartoonish theories of the sources of war—that it is a product of capitalism, for example, or some similar flaw. But for all their failings, anti-war movements have taught us one crucial lesson: that the passions we bring to war can be brought just as well to the struggle against war. There is a place for courage and solidarity and self-sacrifice other than in the service of this particularly bloody struggle (p. 240)	To me it seems that she has confused what war is like with what war is for. In her view, "war" is the "adversary"; what we need is "anti-war movements" that have all the virtues (courage, tenacity, self-sacrifice) of warrior elites and none of the failings (belligerence, hate, bloodlust). ...The reader is startled. Ehrenreich is arguing a cartoon version of traditional pacifism, as if war were a moral failing and might be avoided only by moral resolve. But nowhere does she make a pacifist's considered argument that all war is senseless, self-defeating, and wrong. I doubt she really believes it. The last, hurried pages of <i>Blood Rites</i> are less a conclusion than a rhetorical flourish. Powers, T. 1997, Aug. <i>Roots of war</i>. Atlantic online.

For each of the three parts of essay 1, study both the week's reading from *Blood rites* and the contrasting readings. Determine what each author believes (topic + opinion = thesis) and why (reasons, examples, and evidence = argument). Organize your 2-page analyses into three long paragraphs in the following fashion:

The first sentences of the first paragraph should list the author, title, date and thesis of the work and identify that it is to be refuted. Here are a couple models: **Barbara Ehrenreich's 2007 *Blood rites* mistakenly claims that prehistoric precedents influence human behavior today**—or—**In his 2008 Christmas week radio address, President Bush wrongly suggests that wars protect Christmas peace**. Next, briefly list the reasons given in the original as support. The last sentences of the first paragraph should state the student's own contrasting opinion on the topic to be argued as the alternate thesis.

The second paragraph should explain and refute the original argument in detail, point by point, reason by reason. Explain why the original has misunderstood the situation, gone too far in its approach, forgotten important information, presented an impractically idealistic goal, or otherwise created a flawed analysis.

Try to use ethical, associative, and predictive reasoning to critique the argument refuted:

Ethical reasoning judges right and wrong standards of morality as applied to topic

Associative reasoning compares lessons from related situations or events to topic

Predictive reasoning predicts hypothetical future results from proposed models for action on topic

The third paragraph should explain reasons, examples, or other evidence to support the alternate thesis. Do not simply repeat the refutation of the second paragraph, but argue a case in support of the alternate thesis. Try to use ethical, associative, and predictive reasoning to support your alternative thesis. Use as an example at least one source of information on the topic not presented in class but personally found through research and give an author, title, date reference (also document these researched sources in the annotated bibliography for the journal assignment below).

Grading rubric for each part to essay 1; four categories, up to one point each = top score 4

_____ Author, title, date of an assigned work are identified in the first paragraph; thesis and argument are summarized and designated unsatisfactory;

_____ As an alternate thesis on the topic, student's contrasting opinion on topic is presented at the end of the first paragraph;

_____ The argument supporting the original is refuted, short quote example by example, in the second paragraph;

_____ An argument supporting the alternate thesis is developed and sufficiently explained in the third paragraph, perhaps using ethical, associative, and predictive reasoning; one referenced outside source explained as support.

Essay 2: Social/political analysis, contrasting academic non-fiction and short story fiction styles (3-page academic analysis + 3-page short story = 6 pages total: half-done draft due 1/20; complete final draft due 1/26)

Research and evaluate a specific aspect of the military situation between the US and Iraq. Review a wide variety of information and opinion. Analyze at least 4 newspaper articles, editorials, opinion columns, or government speeches (these may include two sources previously used for essay 1, if desired). At least one source should be a Congressional bill. Judge the value Ehrenreich's argument in Part I of *Blood rites* offers in understanding the student's determined proper course of action in the situation. Outline, draft, and revise a 3-page formal academic persuasive analysis of the situation with clear introduction (including thesis and outline of argument), fully explained body of argumentation (perhaps structured around ethical, associative, and predictive reasoning), and conclusion (restating thesis and summarizing argument). Prepare in-text references and reference page in APA style. Consider Shaw's play *The devil's disciple* and the way the play comments on issues of war, Ehrenreich's argument, and the student's selected situation of focus. Create an original, fictional character who experiences and evaluates important aspects of the situation or event in a 3-page short story. Fictionalize researched details into a plot. Use rubric presented in class to help organize and revise both halves of essay project. More details and practice provided in class.

Essay 3: Literature's lessons on today's world (6 pages: half-done draft due 1/29; final draft due 2/4)

Create and argue a thesis comparing the metaphoric lessons two different characters from Shakespeare's *Troilus and Cressida* offer toward understanding a specific current conflict outside Iraq. Develop a metaphor on your thesis in which the two Shakespearean characters are interpreted to represent better and worse arguments for action on the issue or event. Research a wide variety of editorials and news stories. Include in body of argumentation analysis of at least 4 newspaper articles, editorials, or opinion columns published in the last six months and not previously used for essay 1 or 2. Judge the value Ehrenreich's argument in Part II of *Blood rites* offers in understanding the student's determined proper course of action in the situation. Prepare in-text references and reference page in APA style. Use rubric presented in class to help organize and revise essay. More details and practice provided in class.

Journal: scored weekly and averaged

Weekly class notes, responses to instructor's notes on the texts and assignments, students' ideas on discussion, responses to other students' ideas, and drafts of essays should be collected and organized on an ongoing basis and presented as the journal. To help students prepare their research and drafts of essays, journals should also include one APA format annotated bibliographic reference for each day of class (cf.

www.library.cornell.edu/olinuris/ref/research/skill28.htm). Students' journals should comprise at least one page combined class notes, rough drafts, and one annotated APA-style bibliographic reference for each day of class.

Final exam: The final exam for the course will be a presentation of essay 3 to the class. More details and practice will be incorporated into the essay 3 lessons.

Grade weights and scales: (all assignments are scored on 4-point rubric; these scores are then weighted to their designated percentage of 100 total for the course)

Essay 1: 25% of course grade (4-point rubric score x 6.25 = student's weighted score of 25 possible)

Essay 2: 30% of course grade (4-point rubric score x 7.5 = student's weighted score of 30 possible)

Essay 3: 30% of course grade (4-point rubric score x 7.5 = student's weighted score of 30 possible)

Journal: 10% of course grade (4-point rubric score x 2.5 = student's weighted score of 10 possible)

Final: 5% of course grade (4-point rubric score x 1.25 = student's weighted score of 5 possible)

Total: 100% (100 weighted score points possible)

A = 90—100% (4-point scale scores 3.6—4.0)

C = 70—79% (4-point scale scores 2.8—3.19)

B = 80—89% (4-point scale scores 3.2—3.59)

D = 60—69% (4-point scale scores 2.4—2.79)

Calendar of assignment due dates and reading schedule

The due dates for the course essay assignments are listed below as e1.1, e1.2, e1.3, e1.b, e2, and e3. The notes BR 1, 2, 3, etc., refer to the chapters of Barbara Ehrenreich's *Blood rites*. LAPL has a few copies. DD I, II, III, etc., refer to the acts of George Bernard Shaw's play *The devil's disciple*. LAPL has a few copies, and the play is also available online (www.gutenberg.org/dirs/etext03/tdvld10.txt). TC I, II, III, etc. refer to the acts of William Shakespeare's play *Troilus and Cressida*. Again, LAPL has a few copies (more in volumes of the author's complete works), and the play is also available online (shakespeare.mit.edu/troilus_cressida/full.html). The campus bookstore has copies of the Ehrenreich text and the Shakespeare play but not the play by Shaw. We can legally make copies of the Shaw play and will discuss doing so during the first days of class. Readings for the first week are available at the course online site, <http://www.snorko.org/lacc>.

Mondays

1/5: BR Foreword, 1

1/12: BR 5; DD I; e1.2

1/19: MLK day

1/26: BR 11; TC I; e2 final

2/2: e3 conferences

Tuesdays

1/6: BR 2

1/13: BR 6; DD II

1/20: BR 9; DD III; e2 draft

1/27: BR 12; TC II

2/3 TC V

Wednesdays

1/7: BR 3

1/14: e1.3; BR 7; DD II

1/21: BR 10

1/28: BR 13; TC III

2/4 e3 final

Thursdays

1/8: e1.1; BR 4; DD I

1/15: e1.b; BR 8; DD III

1/22: e2 conferences

1/29: e3 draft; BR 14; TC IV

2/5: final presentations