

**Course texts**

Farmer, P. 2005. *Pathologies of power*. Berkeley: UC Press.  
Hitchens, C. 2005. *Thomas Jefferson*. New York: Harper Collins Eminent Lives.  
Shakespeare, W., J. Lull, & W. Montgomery. *II Henry VI*. New York: Pelican.

**Welcome** to English 103, a course in the development of logical, argumentative, and analytical thinking through the examination of written and other types of cultural texts. While English 103 is a required course in advanced composition and critical thinking for many, but not all, transfer students (check with your counselors and destination university requirements case by case), all students should find a systematic course of study in logical analysis, research, and composition useful for university study and beyond.

**The five-week intersession term** is a heavy schedule, but it's over fast. Keep up with the work. In general, there are three books to read, three essays to write, class notes/research journal to be kept weekly, and a final presentation. Class only meets three days a week for five weeks, but we meet almost three and a half hours on those fifteen class meetings. Attendance is required, and as per college policy, students may be dropped after missing a week of class—a week of class during the sixteen-week semester: this means that students may be dropped after accruing more than one unexcused absence on our schedule. Arriving late and leaving early adds up to unexcused absence as well as 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 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. Students may find and use the online course bulletin board (<http://www.snorko.org/lacc>), for additional information on our course and past courses plus examples of previous students' work, and students may also post drafts there as backup or for printing on campus.

**Essay #1: Logical fallacies, research, and argumentation**

(six pages total, due in three separate two-page parts on  
Thur 7/20, using chapter 1, 2, 3, or 4, students' choice;  
Tue 7/25, using a different chapter 1–4, not used before  
and Thur 7/27, using a different chapter 1–4, not used before)

Essay #1 is six pages in total, but students submit three separate two-page parts over the first two weeks of the term. Each two-page portion should examine a chapter of Farmer's *Pathologies of power*, a researched source, and two logical fallacies. Logical fallacies are mistakes in reasoned argumentation which can occur variously, as from confusion, ignorance, emotion, or dishonesty. Searching online for logical fallacies will match many sites. A couple links are included below, but students should look at many different sites for different explanations or expressions of the concepts. Try to find and use some of the Latin names as well. Read and evaluate Farmer's arguments in the first few chapters. Consider the logical fallacies and search online for other essays with contrasting ideas on what Farmer calls structural violence in Haiti, Cuba, Chiapas, and Russia. While Farmer does not use

the logical fallacy terms specifically, many of his arguments can be seen as refutations of contrasting opinions on health care and human rights and explanations of their logical and practical shortcomings. Throughout the term, students may support or refute the ideas of the course texts as they see fit. Students may identify logical fallacies in the works of either Farmer or contrasting sources or may identify how the writers attempt to support their own thesis by identifying logical fallacies in the ideas of others. Students select three of chapters 1–4 for the topics of each part of essay #1. More explanation and much practice will occur in class on creating and critiquing logical arguments for this assignment, but use the following rubric and references as may be helpful in planning and revising your work.

**Grading rubric for each of three 2-page parts of essay #1**

(all assignments scored on 4-point scale, see grade weights below)

Four categories, one point each = full credit score of 4

\_\_\_\_\_ 2-page (at least 500 words) analysis of Farmer’s ideas (students choose three of chapters 1–4 for topics), a referenced source, and at least two logical fallacies in either Farmer or contrasting opinions;

\_\_\_\_\_ work is presented in formal academic English, free of grammatical, spelling, or punctuation errors;

\_\_\_\_\_ ideas from Farmer on structural violence in Haiti (Ch. 1), Cuba (Ch. 2), Chiapas (Ch.3), or Russia (Ch. 4) are explained and evaluated then supported or refuted with ideas from a researched and referenced source (APA style not required yet but suggested—for in-text citations and reference page only);

\_\_\_\_\_ at least 2 logical fallacies are identified and explained in either Farmer’s or oppositional argumentation.

**some links to web sites on logical fallacies**

Craig, T. Some logical fallacies. University of Iowa.  
<http://www.uiowa.edu/~c100298/fallacies.htm>

Wheeler, K. 2006. Logical fallacies handlist.  
[http://web.cn.edu/kwheeler/fallacies\\_list.html](http://web.cn.edu/kwheeler/fallacies_list.html)

Writing Center, University of North Carolina at Chapel Hill. 2005. Fallacies.  
<http://www.unc.edu/depts/wcweb/handouts/fallacies.html>

**a couple links to online works that might help with reading Farmer**

Farmer, P. 2004, Apr. 15. Who removed Aristide? *London Review of Books*.  
[http://www.lrb.co.uk/v26/n08/print/farm01\\_.html](http://www.lrb.co.uk/v26/n08/print/farm01_.html)

Turnage, M. 2004, Spring. Review of Paul Farmer’s *Pathologies of Power*. *Harvard Human Rights Journal*.  
<http://www.law.harvard.edu/students/orgs/hrj/iss17/booknotes-Patholog.shtml>

## **Essay #2: Contrastive analysis of human rights through Farmer and Jefferson, applied to a current event**

(eight pages, due Tue 8/8)

Students consider the logic of both Farmer's and Jefferson's ideas on human rights as presented in our texts and as applied to an event or situation in our world today—one student per event, register with instructor. Students should evaluate the pragmatic application of human rights ideology as the topic for thesis. Opinion for thesis should make recommendations on the best application of human rights ideology in the current event. Support the thesis with an argument of logical applications of human rights ideology in the current event—make recommendations on how to improve human rights. Explain any necessary compromises and why they will improve conditions if not reach the ideal. Give recommendation on how to avoid at least four logical fallacies that might lead to unacceptable compromise. Explain additional support from at least five referenced sources (including one example researched from Farmer's bibliography; one example from either the *Declaration of Independence* or the *US Constitution*; and at least one example from the *UN Universal declaration of human rights*), with in-text citations and reference page presented in APA style. More explanation and practice to be provided in class.

## **Essay #3 Literary metaphors on social issues and policy**

(six pages, due Tue 8/15)

Create and argue a thesis comparing the metaphoric lessons logical fallacies from Shakespeare's *II Henry VI* offer toward a current event or situation with human rights implications—one student per event, not the same as essay #2, register with instructor. For argumentation, students build on the analysis of essay #2 on a new current event. At least two examples should be used from Farmer, chapters 7, 8, 9, Afterword, and at least two examples should be used from Hitchens, chapters 7, 8, 9. Analysis of at least three logical fallacies in Shakespeare's characters should be compared metaphorically to incorrect behavior that should be avoided in the current event. More details will be provided in class.

## **Class notes/research journal**

(one page per class, checked in class on Thursdays)

Class notes, students' ideas on discussions, notes on research, and drafts on essays should be written in a small notebook which will be checked in class on Thursdays. Students should present a page (at least 250 words) of notes and draft quality writing for each day of class. This writing is not the formal revised essay style but class notes, research notes, drafts and revisions for essays.

## **Final exam**

(in class Thursday, August 17)

Students will present essay #3 to the class as the final exam. More details will be provided in class.

## **Grade weights** (all assignments score on 4-point scale)

Essay #1: 25% (4-point rubric score x 6.25)

Essay #2: 30% (4-point rubric score x 7.5)

Essay #3: 25% (4-point rubric score x 6.25)

Notes/journal: 10% (4-point rubric score x 2.5)

Final presentation: 10% (4-point rubric score x 2.5)

A = 90–100% (4-point rubric scores of 3.6–4.0)

B = 80–89% (3.2–3.59)

C = 70–79% (2.8–3.19)

D = 60–69% (2.4–2.79)