

FRPG 189A (FYS): Living with the Bomb—Spring 2009

Tu/Th 10-10-11:40 a.m.: Nobel Center 225

Tu 12:40 to 2:10 p.m.: Carnegie 207

Professor Donna Alvah

Office: 211 Piskor Hall, Department of History

Office hours: Wednesdays 2-3; Thursdays 12-1; Fridays 11-12 (No office hours Thurs Jan 29, Fri Jan 30, during spring break or on Friday April 10)

Office phone: 229-5867

E-mail: dalvah@stlawu.edu Note: Please keep e-mail messages brief; my responses will be likewise.

Please see me during office hours for matters requiring more extensive discussion.

Mentor: Claire Plagge, e-mail ceplag05@stlawu.edu

We are very fortunate to have Claire Plagge as the mentor for this seminar. You will receive a handout with her office hours and an explanation of what she needs you to do for meeting with her.

Course Description

In this seminar we will examine how nuclear weapons have affected societies, cultures, and national as well as international politics. The period we will study encompasses the development and use of atomic bombs during World War II, the Cold War arms race and opposition to it, and current concerns about the threat of nuclear terrorism as well as the United States' own maintenance of a substantial nuclear arsenal and its goal of creating a "missile shield." The texts we'll analyze include historical documents, literature, and film. Possible topics for students' seminar projects include (but certainly are not limited to) nuclear weapons strategies, effects of nuclear weapons testing on people and the environment, music about nuclear weapons, nuclear power plants and the possibility of nuclear proliferation, experiences of childhood and/or adolescence in a nuclear world, advocacy of developing new kinds of nuclear weapons, activism opposing nuclear testing and proliferation, "dirty bombs," and representations of nuclear weapons in fiction literature.

ANGEL

Please sign up for the FRPG 189A ANGEL site (for Spring 2009).

Required Course Texts

These texts are available for purchase at Brewer Bookstore. Those with an asterisk (*) also will be on reserve at ODY Library.

*Cirincione, Joseph. *Bomb Scare: The History and Future of Nuclear Weapons* (2007)

*Coupland, Douglas. *Generation X: Tales for an Accelerated Culture* (1991)

*Winkler, Allan M. *Life Under a Cloud: American Anxiety about the Atom* (1999 edition)

You are also expected to have and use the following:

Diana Hacker, *A Pocket Style Manual*, 5th edition (assigned for your FYP)

Also:

- Documents made available on ANGEL or the T-Drive
- Handouts from class
- Also consider the films shown on the SLU network required course texts. This means that you are responsible for viewing them and for being prepared to discuss them in class and in assignments.

Summary of Assignments and Percentages of Course Grade

Class Preparation, Participation, & Attendance = 15% of course grade

Paper 1 = 5%

Midterm = 10%

Research Project

Research question & topic description

Notes on sources (Part 1) = 3%

Revised research question, preliminary thesis, updated topic desc. & preliminary bibliography = 5%

Notes on sources (Part 2) = 4.5%

Functional outline (includes preliminary introduction and revised thesis) = 7.5%

Research presentation = 10% (includes written presentation plan)

Full draft of research paper (10-12 pages) = 12.5%

Revised research paper (12-15 pages) = 12.5 %

Blogs = 10%

Seminar Portfolio = 5%

Total = 100%

To pass this course, you must turn in all of the above assignments.

Class Preparation, Participation, & Attendance

Your mantra for our class meetings: “Be here, now.” This means that not just your physical presence, but also your mental presence, are required during every class.

Attendance: To state the obvious: Attendance is fundamental to earning your class preparation and participation grade. The more you’re absent, the fewer opportunities you’ll have to earn this grade.

Furthermore, there is a strong correlation between attendance and grades because students who come to class know what is going on and therefore receive significantly better grades than those who do not attend class.

Arriving late or leaving class early will bring down your preparation and participation grade.

Absence policy: You are allowed a maximum of **three** excused absences for the semester (the equivalent of missing one week of class), **for any reason**—illness, family events, extracurricular activities, driving your friend home, etc. I advise you to reserve your absences for truly important occasions, and if possible, to avoid missing any classes. For each additional day that you are absent from class, your course participation grade for the semester will be reduced by 1 grade point. If you wipe out that grade (i.e., once it reaches 0.0), I will deduct a point from your course grade for each additional absence. Keep in mind that you’re responsible for teaching yourself what you’ve missed in class.

Preparation & Participation: To earn a good participation grade, it is not enough merely to attend class; you also must **prepare** for and **participate** in class.

Occasionally a student will say that s/he is unwilling to speak in class because “I just don’t like talking in class.” While this may be true, it does not excuse anyone from class participation. You may not like doing the assigned readings or writing papers, either, but that doesn’t excuse you from completing these assignments! Remember

that SLU's list of objectives for students includes "[t]he ability to read, write, speak, and listen well."¹ We will take all this very seriously in this class.

Students are expected to come to every class prepared to talk about readings and assignments. Demonstrate that you have done the reading and that you've thought about it and are engaging with it. As you read, think of questions and ideas to discuss. Our discussions will provide an opportunity to analyze questions, problems, and issues that arise as we proceed through the semester.

I would like students to listen to each other and respond thoughtfully and constructively. Discussions and debates can be informative and useful for thinking through ideas. Feel free to take issue with interpretations put forward by the course texts and members of our class, in a respectful manner that facilitates discussion. Please bring assigned readings to class

The following criteria will serve as the basis for your class preparation and participation grade:

- Your regular, thoughtful, informed discussion of the readings, assignments, and audio-visual documents (this presupposes your habitual and punctual attendance throughout the semester)
- Attention and responses to other students' comments and questions (including in student-led class discussions/activities)
- Creation of discussion questions (with other students) for a chapter from the assigned readings & leading this discussion
- Peer review of students' assignments
- Attention to and engagement with students' research presentations
- Engagement with questions posed by me to the class
- Discussions in pairs or small groups, and other in-class activities

I soon will provide a handout with even more information about how you will be graded on this aspect of your course work.

Research Project

You'll spend a good deal of time and effort in this seminar developing your research project, which will culminate in a formal paper on a topic related to the subject. I will provide detailed instructions for all of the assignments related to this project. In the meantime, here are brief descriptions of various assignments:

- Research question(s) & topic ideas: In composing this you will articulate your initial (but informed) thoughts on possible topics and consider how to focus your research project.
- Revised research question and description of topic idea, preliminary thesis, and preliminary bibliography: This assignment asks you to refine your approach to your research project, and to consider what sources you will need to do a good job answering your research question.
- Notes on sources: These will help you to assess sources you locate in your research. There are two parts to this assignment.
- Research presentation: In April, students will do formal presentations of their research projects. This will entail creating preliminary and revised research plans, and meeting with Claire and Prof. Alvah.

¹ *St. Lawrence University Catalog 2005-2006*, 6.

- Functional outline: In this assignment you will present a revised thesis, as well as a detailed outline of the main points of the paper's argument, and the evidence (sources) you will use to support each of these points.
- Full draft of research paper (10-12 pages): Note that I don't call this a "rough" draft; you're expected to turn in something more refined than this. I will grade this as a work-in-progress. The policy on academic honesty applies to this draft just as it does to all other assignments.
- Revised research paper (12-15 pages): Your grade on this will be based on the quality of your thorough revision of the previous draft. The changes you make must be more than cosmetic (e.g., fixing typos that I caught).

Although many of the assigned readings focus on the United States, you are welcome to construct a project that examines culture, society, science, politics, the environment, etc. in relation to the theme of "Living with the Bomb" in another place—e.g., Japan, Russia, Canada, Great Britain, France, China, Israel, North or South Korea, Iran, India, Pakistan, South Africa, or anywhere else.

Blogs

We will have a course blog. Each student will have a page to which s/he will post responses to readings and films. Students also will respond to other students' blogs. You will receive a handout with instructions for this course assignment.

Formal Writing Assignments

Expectations for Papers and other Written Assignments for This Course (including Research Project Assignments)

Students are responsible for crafting well-organized, carefully proofread, thoughtful papers that demonstrate original analysis and meet the assignment requirements. The opportunity to improve your writing is one of the most valuable aspects of your college education. Writing well requires time and effort. Make good use of Diana Hacker's *A Pocket Style Manual* by referring to it frequently. We will discuss the writing assignments in class.

Basic format for formal writing assignments:

- double-spaced
- 12-point font
- Approximately 250-300 words/page
- 1 to 1.25-inch margins all around
- Be sure to title the paper
- You do not need to include a cover page
- Documentation style: Chicago (footnotes) or MLA (in-text). Consult *A Pocket Style Manual* for correct formats.
- Please number pages and staple them together—no paper clips, please

It is your responsibility to keep back-up copies of all assignments turned in.

Hard copies of assignments are due on the designated dates and times. **Please don't send papers by e-mail unless you have express permission from me to do so.**

Penalties for late papers = 1 point (on the 0-4 scale) if turned in after the deadline; another point will be deducted for every subsequent 24-hour period. I will grade late assignments at my convenience, which means that they'll be returned later than those handed in on time.

It is the student's responsibility to make sure an assignment has reached me. An item not handed to me personally or properly submitted to the Department of History will receive a late penalty that extends from the official deadline to the point at which I receive it. If you give your paper to someone else to turn in and it does not reach me, this late penalty will apply.

Campus Resources

Keep in mind that in addition to Professor Alvah and course mentor Claire Plagge, there are many campus resources for students. These include the Academic Achievement Office (<http://web.stlawu.edu/acskills/>), the Quantitative Resource Center (<http://www.stlawu.edu/qrc/>), and . . .

THE WORD STUDIO²

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out your course mentor during his or her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Midterm Exam (Thursday March 12)

The midterm will be based on the assigned readings and other texts we have examined (including illustrations, films, etc.). There also will be a section testing you on research and citation skills.

Students must take the midterm as scheduled. See section titled “Emergencies” below.

Please note: If you are authorized by the university to receive extended time on exams, or other special accommodations, please let me know right away so that we can make the necessary arrangements.

^{2 2} Provided by the First-Year Program, ANGEL site for FYP-FYS faculty, accessed 17 January 2009.

Emergencies

In the event of illness or serious personal crisis, I will be sympathetic. I might also be able give an extension for an exam **if and only if** you alert me **immediately and in advance** of the exam, and your adviser or a University official (such as the Dean of Student Life) verifies the emergency and makes a convincing case on your behalf. Otherwise you will receive a “zero” for the exam and/or may fail the course.

Seminar Portfolio

At the end of the course, you will have the opportunity to reflect on how your ideas and abilities have evolved. The seminar portfolio will allow you to evaluate your progress in developing your written, oral communication, and research skills (including reading, analyzing various kinds of texts, writing, listening, speaking, and other forms of communication [e.g., visual]). You may also consider the evolution of your understanding of course themes. Using all of the semester’s work, you will reflect on your trajectory in this course: what you did at different points, and how it reflected your ideas at the time; and how your ideas and/ or means of articulating them may have changed over the semester.

Please save all of your written work, which you will include in the portfolio. Please keep all these things together in a 3-ring binder, organized and tabbed.

Academic Honesty

I uphold SLU’s policy on academic honesty, and will not tolerate plagiarism or other forms of academic dishonesty.

I have encountered plagiarism in previous courses, and have reported it to the Academic Honor Council. A flagrant example of plagiarism is cutting and pasting information from the Internet. Some students also have trouble with paraphrasing sources correctly, and also with citing sources.

Students are expected to familiarize themselves with SLU's academic honesty policy, and to be informed and conscientious in working on their various assignments. We will spend time in class discussing academic honesty to help ensure that everyone understands it (this is a requirement of the First-Year Program).

The SLU Student Handbook provides detailed information on how instructors might handle cases of plagiarism and other forms of academic dishonesty (e.g., cheating on exams, turning in work that a student did for a different course and presenting it as new work, etc.). We will discuss other readings on academic honesty, including sections in Diana Hacker's *A Pocket Style Manual* (5th edition).

Here is SLU's information regarding the Academic Honor Code:

The Academic Honor Code³

THIS SECTION PERTAINING TO THE ACADEMIC HONOR COUNCIL is *not confidential*. Your signed acknowledgment of the code will be placed in your permanent student file. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue

³ Provided by the First-Year Program, ANGEL site for FYP-FYS faculty, accessed 17 January 2009.

of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).

b) Handing in false data, reports or results in connection with any research project or experiment.

c) Handing in a book report on a book one has not read.

d) Falsification of attendance records of a laboratory or other class meeting.

e) Supplying information to another student knowing that such information will be used in a dishonest way.

f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008–2009 Student Handbook*, pp. 148–153.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf. For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.

Course Schedule

- Please complete all readings before class meets on the date for which they're assigned.
- Please bring assigned readings to class.

→ This schedule (like life) is subject to alteration.

Week 1

Tuesday January 20

Morning Session (Nobel Center 225): Take roll; introductions; syllabus; ANGEL

In between classes (11:40 to 12: 40): The inauguration of Barack Obama will be shown in the Student Center's Winston Room, and in the art gallery in the Noble Center.

Afternoon Session (Carnegie 207): Analyzing primary sources; reading actively

Readings: Oral histories from *The Good War* (handout); also, handout on sources and on reading.

Thursday January 22 (NC 225): The "Atomic Age" Begins

Readings:

- The course syllabus—entire!
- *Life Under a Cloud*, Preface to the Paperback edition (pp. ix-x) + Prologue and chapter 1, "Origins of the Atomic Age" (pp. 9-33) + Bibliographic Essay (pp. 251-253)
- Finish carefully reading the oral histories from Tuesday's class, and the handout from Rampolla on sources and reading.

Week 2

Tuesday January 27: Discuss *Life Under a Cloud* & Hacker's *A Pocket Style Manual*

Morning Session:

Readings:

- *Life Under a Cloud*, chapter 2 "The Question of Control," and chapter 3 "Strategy, Weaponry, and the Early Arms Race"
- Hacker, *A Pocket Style Manual*, chapter on research (pp. 91-102) **and either** the chapter on MLA-style papers (pp. 103-154—you can skim pp. 120-154 for now but refer to as necessary when writing papers) **or** the chapter on Chicago-style papers (pp. 196-230—you can skim pp. 208-230 for now but refer to as necessary when writing papers).

Afternoon Session: **Meet in ODY Library with Joan Larsen—Finding a Topic; Types of Sources** (primary, popular, mainstream, alternative, secondary, scholarly, etc.)

Thursday January 29: Analyzing Film

Readings:

- Corrigan chapters on film (ANGEL-T-Drive)
- Rampolla, excerpt on analyzing films (please obtain from ANGEL/T-Drive)

*****Paper 1 (primary source analysis) due at the beginning of class*****

Movie: *The Atomic Café* on the SLU network over the weekend

Days & times: **Friday Feb. 2, Sat. Feb. 3, Sun Feb. 4: 5:00 & 9:00 p.m. on channel 77**
Mon. Feb. 5: 5:00 & 9:00 p.m. on channel 71

Week 3

Tuesday February 3

Morning Session: Discuss movie *The Atomic Café* and readings on film from Thursday; presentations of research questions

******2 copies of research question(s) and topic descriptions due at the beginning of class + also have your research question(s) available for the class to view on PowerPoint or another file that can be displayed on the Smartboard. Please post this PowerPoint in the designated "Drop Box" on ANGEL******

Afternoon session: **Meet in ODY Library (Joan Larsen—Finding Primary Sources on Your Topic** [Including using *Readers' Guide to Periodical Literature* and ProQuest Historical Newspapers]

Thursday February 5: MLK panel

Week 4

Tuesday February 10

Morning Session: **Meet in ODY Library [Joan Larsen: Finding scholarly sources on your topic** (including journal articles & chapters/essays in scholarly books)]

*****Notes on sources (Part 1) due at the beginning of class*****

Afternoon Session: How to Lead a Good Discussion (Class discussion & group meetings)

Reading: Printout on leading class discussions (T-Drive/ANGEL)

Also: Read the chapter from *Life Under a Cloud* assigned to your group

Thursday February 12: Groups 1 & 2 lead discussions on *Life Under a Cloud* chapters

Reading: *Life Under a Cloud* chapter 4 "Fear of Fallout" and chapter 5 "Civil Defense"

Movie on SLU network: *Dr. Strangelove* (1963 / released January 1964; 93 min.)

—Fri Feb 13, Sat Feb 14, & Sun Feb 15 at 3, 7, & 10 p.m. on channel 75

--Also Mon Feb 16 at 3, 7, & 10 p.m. on channel 61

Week 5

Tuesday February 17

Morning Session: Discuss movie *Dr. Strangelove* and related readings

Readings: Chapter from *Screening America* on *Dr. Strangelove* (ANGEL/T-Drive)

Political science essay on *Dr. Strangelove* (ANGEL/T-Drive)

Afternoon Session: **Meet in ODY Library [Joan Larsen—Finding and Evaluating Internet Sources]**

Thursday February 19: Groups 3 & 4 lead discussions on chapters

Reading: *Life Under a Cloud* chapter 6 "The Peaceful Atom" and chapter 7 "The Search for Stability"

Week 6

Tuesday February 24:

Morning Session: Group 5 lead discussion on chapter 8 "A Resurgence of Concern"; finish discussing *Life under a Cloud*

Readings: *Life Under a Cloud* chapters 8 and 9 + Epilogue

—Also review *A Pocket Style Manual* pp. 107-110 (MLA) or pp. 199-202 (Chicago) on avoiding plagiarism

Afternoon Session: **Word Studio visit & activity**; work in ODY

—Begin discussion of ethics of using & citing sources

Thursday February 26: Ethics of Using and Citing Sources (Skits)

Readings:

- Articles on academic honesty and plagiarism (ANGEL/T-Drive)
- SLU Student Handbook on plagiarism & academic honesty

*****Notes on sources (Part 2) due at the beginning of class*****

Movie on SLU network: *Fail-Safe* (1964; 111 min.)

—Fri Feb 27, Sat Feb 28, and Sun March 1 at 3, 7, & 10 p.m. on channel 76

--Also Mon Mar 2 at 3, 7, & 10 p.m. on channel 75

Week 7

Tuesday March 3

Morning Session: —Discuss movie *Fail-Safe*; midterm ideas

Reading: Articles on *Fail-Safe* (ANGEL/T-Drive)

Afternoon Session: Meet at Lauanders Science Library with Eric Williams-Bergen

Thursday March 5: Anti-Nuclear Expressions

Readings: SANE statement; *Time* article on SANE; scholarly article on anti-nuclear weapons & testing groups; Greenham Commons women's peace camp (ANGEL/T-Drive)

******Revised research question, preliminary thesis, updated topic desc. & preliminary bibliography due Friday March 6 ******

Week 8

Tuesday March 10

Morning Session: Debate: Effective antinuclear activism?

Afternoon Session: *The War Game* (1965/1967; 48 minutes)

Reading: Article on *The War Game* (ANGEL/T-Drive)

Thursday March 12: Midterm

Spring Break Saturday March 14 - Sunday March 22

Week 9

Tuesday March 24:

Morning Session: Life after the bomb?

Reading: Hansberry, *What Use Are Flowers?* (all) (ANGEL/T-Drive)

Afternoon Session: Work on research presentations [CSQ?]

Thursday March 26: To Proliferate or Not?

Readings: Cirincione, *Bomb Scare*, Preface (pp. ix-xii) + Illustration facing p. 1 + chapter 4 "Why States Want Nuclear Weapons—and Why They Don't" (pp. 47-83)

*******Research Presentation plan due at the beginning of class*******

Week 10

Tuesday March 31

Morning & Afternoon sessions: Students will meet individually with Professor Alvah in ODY Library to discuss research presentations (please bring a copy of the plan for yourself so that we can go over this together); you also will work in ODY on your presentations.

Thursday April 2: Current Issues

Reading: Cirincione, *Bomb Scare*, chapter 5 "Today's Nuclear World" + chapter 6 "The New U.S. Policy" (pp. 84-124)

Week 11

Tuesday April 7

Morning Session: Research Presentations (4)

Afternoon Session: Research Presentations (4)

Thursday April 9: Research Presentations (4)

******Functional outline due on Friday April 10 by noon: Turn in at Professor Alvah's mailbox in the Department of History (1st floor of Piskor Hall) or put in the bin next to Prof. Alvah's office door (Piskor 211)******

Week 12

Tuesday April 14

Morning Session: Research Presentations (4)

Afternoon Session: Work in ODY Library on research paper drafts

Thursday April 16: Good News!

Reading: Cirincione, *Bomb Scare*, chapter 7 "The Good News about Proliferation" + chapter 8 "Nuclear Solutions" + Afterword (pp. 125-182)

******Full draft of research paper due Friday April 10 by noon: Please turn in a hard copy at my office (Piskor 211) or at my mailbox in the History department's main office (1st floor of Piskor Hall)******

Week 13

Tuesday April 21: Student conferences with Professor Alvah (morning & afternoon sessions)

Thursday April 23: Student conferences with Professor Alvah, continued

Week 14

Tuesday April 28

Morning Session: *Generation X*

Reading: Coupland, *Generation X* pp. 3-86

Afternoon Session: Movie: *Dirty War* (2004)

Thursday April 30: Discussion of *Generation X* (continued); discuss *Dirty War*; Conclusions

Reading: Finish *Generation X* (pp. 86-183; this includes the section titled "Numbers" at the end)

**Seminar portfolio and revised research paper due by no later than noon on Monday
May 4—Please turn in at Professor Alvah's office (Piskor 211)**

First-Year Program Philosophy and Goals 2008-09

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

First-Year Seminars Research Project Learning Goals 2008-09

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.