

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

College/School Barrett, the Honors College Department/School Barrett  
 Prefix: Hon Number: 370 Title: History of Ideas Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s):  
 (Choose one)

Is this a shared course? No If so, list all academic units offering this course:  
 (Choose one)

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? yes(Choose one)

If yes, each topic requires an individual submission, separate from other topics.

Requested designation: (Choose One) L Mandatory Review: yes(Choose one)

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

*: appears on pp 3-7 in syllabus*

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

**Contact information:**

Name Karen Bruhn E-mail kbruhn@asu.edu Phone 7-6721

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Mary Ingram-Waters Date: 01/08/20

Chair/Director (Signature): Mary I Waters

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">syllabus p.1 and 2.</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<input type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Assignments 1-3 and Barrett Criteria for Argumentative Essays</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Assignments 1-3 and Barrett Criteria for Argumentative Essays</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>(Syllabus pp. 4-8, and Argumentative Essay Rubric)</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
HON	370	History of Ideas	L

Explain in detail which student activities correspond to the **specific** designation criteria.

**Please use the following organizer to explain how the criteria are being met.**

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	There are 3 argumentative essays that total 60% of the final grade	Syllabus pp1-2
2	Students are assigned texts from a variety of disciplines. They are required to write essays in which they compare texts and argue for the key similarities/differences, supplying textual evidence to support their arguments.	Assignments 1-3 and Barrett Criteria for Argumentative Essays (4 documents)
3	Sudents are assigned texts from a variety of disciplines. They are required to write essays in which they compare texts and argue for the key similarities/differences, supplying textual evidence to support their arguments.	Assignments 1-3 and Barrett Criteria for Argumentative Essays (4 documents)
4	Essays are spaced so that students may build upon instructor feedback, and specific rubric is supplied.	Syllabus "Schedule of Assignments" pp 4-8 and Argumentative Essay Rubric

## **Course Catalog description**

### **HON 370 - History of Ideas**

#### **Course Description**

Advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing.

# HON 370: History of Ideas (2019 Fall)

HON 370 History of Ideas

Fall 2019

Dr. Mary Ingram-Waters

[mary.ingram-waters@asu.edu](mailto:mary.ingram-waters@asu.edu)

Sage Hall North 110D

Office phone 480 727 7893

Office hours Tempe: Tuesdays, 9:00-10:00 Sage N 110D; Poly: Thursdays, 10:00-10:30; 11:45-12:15 in the Conference Room, and by appointment.

**Barrett's Statement of Diversity:** Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students' honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

**Statement of Ethics:** The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

## Teaching Assistants:

Morgan Fox, [msfox4@asu.edu](mailto:msfox4@asu.edu)

Kelli Brown, [kabrow39@asu.edu](mailto:kabrow39@asu.edu)

Feba Cherian, [facheria@asu.edu](mailto:facheria@asu.edu)

As Teaching Assistants, Morgan Fox, Kelli Brown, and Feba Cherian, are available to you for questions about readings, papers, and the class, generally. Prior to each paper's due date, your TAs will hold study table hours. Dates and hours will be posted on Canvas and announced in class. Email TAs individually to schedule in-person or remote meetings.

## Course Description

Honors 370 *History of Ideas* is an advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing. Enrollment is restricted to upper-division students transferring into Barrett, the Honors College.

## Attendance:

Attendance is expected and required. Students may miss no more than two classes without a grade penalty. After two absences, students will lose 3% of their final grade per absence. Students who miss six or more classes cannot pass the course. Students participating in religious or university-sanctioned events may work with me to make up course work. ASU's policies regarding accommodation for religious practices are available here: <http://www.asu.edu/aad/manuals/acd/acd304-04.html> ASU's policies regarding accommodation for university-sanctioned activities are available here: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

### Essays

Students will have three argumentative essays assigned throughout the semester. Essays are worth 10%, 25%, and 25%. Essays should be typed in 12-font, double-spaced, and have 1-inch margins and page numbers. Essay prompts, writing guidelines, and a grading rubric, will be circulated two weeks prior to each essay's due date. Students must submit their essays via Canvas. Late essays will not be accepted without an extension. Extensions will be granted on a case-by-case basis.

### Participation

Participation is a fundamental part of this course. It is worth 30% of your final grade. Students' participation grade is based on the following components:

*Class preparedness.* Do your reading. Take notes. Bring your readings and notes to every class.

*Small group/large group discussions.* Actively participate in both small group and large group discussions.

*In-class assignments.* TBA. There will be no make ups for in-class assignments.

### Classroom Policies:

*Cell phones:* please turn off your cell phones in class.

*Texting:* please do not text in class.

*Computers:* Computers, tablets, and internet-enabled devices are welcome in the classroom. Let them be a tool, not a distraction.

*Plagiarism:* Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort, unless otherwise instructed. Students are expected to adhere to ASU's Code of Academic Integrity, which states, "Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." Failure to do this may result in a grade of XE (academic dishonesty), an investigation, a hearing, sanctions, and possibly expulsion from the Honors College and ASU. If you are unsure about academic integrity please consult: <http://libguides.asu.edu/integrity>. ASU's academic integrity policy can be found at: <https://provost.asu.edu/index.php?q=academicintegrity>

*Student Conduct:*

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**ASU’s Policy on handling threatening or violent individuals on campus:** <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per “Instructor Withdrawal of a Student for Disruptive Classroom Behavior” <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>

Appropriate behavior is defined by the instructor and includes keeping course discussion focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct <https://eoss.asu.edu/dos/srr/codeofconduct>.

*Students with Disabilities:* In accordance with the Americans with Disabilities Act (Public Law 101-336), reasonable accommodation must be provided for students with physical, sensory, cognitive, systemic, learning and psychiatric disabilities. A student is not required to disclose to me their disability. However, when requesting accommodation for a disability the student must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC. For more information please visit the DRC website: <https://eoss.asu.edu/drc/>

**Grading**

Essays: 60%

Participation: 30%

Other assignments: 10%

Total: 100%

<b>A+</b>	99-100	<b>A</b>	95-98	<b>A-</b>	90-94
<b>B+</b>	87-89	<b>B</b>	84-86	<b>B-</b>	80-83
<b>C+</b>	77-79	<b>C</b>	74-76	<b>C-</b>	70-73
<b>D</b>	65-70	<b>D-</b>	60-64		
<b>F</b>	below 60				

**Required Texts**

Some texts may be available online. Be sure to pick up the recommended translation.

*Epic of Gilgamesh*, Translation: Danny Jackson, ISBN 0865163529

Douglass, Frederick, *Narrative of the Life of Frederick Douglass, an American Slave*. ISBN 978-1580495769

Eastman, Charles/Ohiyesa, *The Soul of the Indian*. ISBN 978-0-486-43089-8

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Freud, Sigmund. *Civilization and its Discontents*. ISBN 978-0393301588

Lopez, Josefina. *Real women have curves*. ISBN 978-0871297259

Other texts are available online. See schedule for appropriate links.

### Tips

- Allocate 3-4 hours of study time for each class meeting.
- Visit me in my office hours!
- Always use an editor for all of your written work.
- Use the TAs. They are all former students of mine – the best of the best.
- Use the Barrett Writing Center! You can meet with tutors on an appointment or drop-in basis. Be forewarned: it is almost impossible to get a drop-in tutoring session the week before a paper is due. Make an appointment.
- Use online resources beyond Wikipedia and Sparknotes. My two favorites: Squashed Philosophers and the Stanford Encyclopedia of Philosophy.

### Final Notes

This course contains texts that some students may find objectionable. Should you wish to discuss these texts, please don't hesitate to meet with me or the Deans of Barrett, the Honors College.

This syllabus is a malleable document. As such, it is subject to change, with notice. I *highly recommend* that you check Canvas for announcements prior to every class meeting. In the event of a class cancellation, a reading reduction, or a changed deadline, I will post an announcement on Canvas.

### Schedule

\*CV denotes that a text is housed on Canvas

08/22 Introductions and Syllabus, [Module 1](#)

[In class: 1 hymn, Enheduanna \(23<sup>rd</sup> century BCE\)](#)

[Read \*The Exaltation of Inana\*, CV](#)

[Image.](#)

08/27 [Epic of Gilgamesh \(2750-2500 BCE\)](#)

[Read the \*Epic of Gilgamesh\*, Tablets I-V](#)

08/29 [Epic of Gilgamesh, Tablets V-XII](#)

09/03 [Plato, "The Cave" \(4<sup>th</sup> century BCE\) CV](#) 

Commented [MI3]: L: C4

09/05 [Sappho \(5-6<sup>th</sup> century BCE\)](#)

[Selected poems, CV](#)

09/10 [Bhagavad-Gita \(4-7<sup>th</sup> century BCE\)](#)

[Read Teachings TBA, CV](#)

09/12 [Confucius, \*The Analects\* \(479-221 BCE\)](#)

[Read Books 1-12, CV](#)

09/17 [Try this module to access content](#)

[The Koran, \(610-632 CE\)](#)

[Read "The Table" CV](#)

[Read Rumi's poetry: "One Song" and "A Cross-Eyed Student" CV](#)

09/19 [St. Augustine, \*On Free Choice of the Will\* \(354-430 CE\)](#)

[Skip Introduction and read Books 1-2, CV](#)

[try module for Augustine](#)

09/24 [de Pizan, Christine. \*The Book of the City of Ladies\* \(1405\)](#)

[Readings TBA, CV](#)

09/26 [Writing Workshop:](#)

Helpful materials: [how to start](#); [concluding paragraphs](#); [argument maps](#)

**Sunday, September 29, at 11:59pm (midnight): Essay #1 due via Canvas.**

10/01 [Hobbes, Thomas, \*Leviathan\* \(1651\)](#)

[Read Chs. 13-15 \(pp. 92-120\) CV](#)

10/03 [Locke, John, \*Two Treatises of Government\* \(1689\)](#)

[Read \*Second Treatise\*, CV](#)

10/08 [Rousseau, Jacques, \*The Social Contract\* \(1762\)](#)

[Read \*Book I\*, CV](#)

10/10 [Online class module \(no in-person class meeting\): Texts and Images from slavery, CV](#)

10/15 Fall Break. No class.

10/17 [Martineau, Harriet, \*Essays\* \(1837\)](#)

Read: [On Marriage, Household Education, Experience and Progress, Women, CV](#)

10/22 [Sojourner Truth, \*Ain't I a Woman?\* \(1851\)](#)

Read [Ain't I a Woman? CV](#)

10/24 Douglass, Frederick, *The Narrative of the Life of Frederick Douglass, an American Slave* (1845)

Read [The Narrative of the Life of Frederick Douglass, an American Slave](#)

10/29 [Marx, Karl](#)

Read [Theses on Feuerbach \(written 1845/published 1888\)](#)

Read [Wage labor and Capital, CV \(just the first essay in the scan!\)](#)

10/31 [Gilman, Charlotte Perkins, \*The Yellow Wallpaper\* \(1892\)](#)

Read [The Yellow Wallpaper, CV](#)

Listen to the approx. 25 minute audio file:

[SUSPENSE -- "THE YELLOW WALLPAPER" \(7-29-48\)](#)

(note: the 1948 radio version begins with a commercial!)

Read Gilman, "Why I wrote The Yellow Wallpaper" CV

**Sunday, November 3, 11:59 PM (midnight): Essay #2 is due via Canvas.**

11/05 Eastman, Charles, aka Ohiyesa. *The Soul of the Indian* (1911)

Read [The Soul of the Indian](#).

11/07 Special Guest in class: [Louise Frechette](#).

Reading/prep TBA.

11/12 The Harlem Renaissance (1920s)

Read selected poems of Langston Hughes. CV

11/14 Zora Neal Hurston, *Sweat* (1926)

Read *Sweat*, CV

11/19 Freud, Sigmund, *Civilization and its Discontents* (1930)

Read: Chapters 3, 4, 5, 7, and 8.

11/21 Foucault, Michel, *Discipline and Punish: The Birth of the Prison* (1975)

Read *Panopticism*. CV

11/26 Hill Collins, Patricia, *The Social Construction of Black Feminist Thought* (1989)

Read *The Social Construction of Black Feminist Thought*, CV

11/28 Thanksgiving Holidays. No class.

12/03 Lopez, Josefina, *Real Women Have Curves* (1996)

Read *Real Women Have Curves*

12/05 Film: *Sidewalk* (2010)

Film begins here: [Sidewalk 1/8](#)

Second part is here: [Sidewalk 2/8](#)

Ends here at about minute 13: [Sidewalk 3/8](#)

**Wednesday, December 11, 11:59 AM (Noon!): Essay #3 is due via Canvas.**

HON 370

FALL 2019

Dr. Mary Ingram-Waters

### Argumentative Essay 1

Due: Sunday, Sept. 29, at 11:59 PM, via SafeAssign.

Directions: Using two or more different texts, develop an argument about one of the following topics: gender and the social system; the role of the body in knowledge production; leadership and morality.

Required: Introduction with thesis statement and roadmap; body paragraphs with topic sentences, evidence, analysis, and concluding sentences; counter-argument & rebuttal paragraph; conclusion paragraph.

Word count: 1200-1400 words

Tips:

Guidelines:

1. Use a relevant title.
2. Use double-spacing, size 12 font, and 1 inch (normal) margins.
3. Use page numbers.
4. Stay within a 1200-1400 word range. Going over or under the word count (excluding title and works cited) constitutes an incomplete assignment and an automatic failing grade.
5. Develop a strong, compelling, and original thesis.
6. Use an outline to develop a coherent and relevant argument to support your thesis.
7. Have both an introduction and a conclusion.
8. Define terms in relation to the appropriate texts.
9. Every paragraph should have a topic sentence that directly relates to your thesis.
10. Use textual data to support your argument (ie. quotes, themes, paraphrased quotes, and characterizations) in all body paragraphs.
11. Use parenthetical citations. For example: According to Dr. Ingram-Waters, “papers with more than two grammatical errors will not receive an A grade” (Seminar, 2019).
12. You do not need a separate title page or a works cited page. Put the title at the top of your paper and put the works cited at the end.
13. Use the Barrett Writing Center, your TA, and/or a trusted editor!
14. Avoid these errors of argumentation: appeals to common sense, appeals to emotion, rhetorical questioning, muddles of logic, connotations of ideas, unfounded/speculative generalizations, irrelevant contextualizations (aka. “the hook”), and unsupported claims.
15. Avoid these errors of writing: pronoun disagreement, tense shifts, comma misuse and/or missing commas, word choice issues, colloquialisms, dangling modifiers, comma splices, run-on sentences, semi-colon misuse, and over-long paragraphs.
16. If you have any questions, talk to me.

A note on your thesis: A thesis makes an argumentative claim that can be supported by data and analysis. An argumentative thesis does not merely explain a phenomenon (like a book report or a plot summary might). Argumentative theses must be compelling, original, and non-obvious. Thesis claims may be countered. Thus, excellent argumentative papers address the most salient counter-argument to the thesis.

### **How I grade the first essay:**

To receive an A, students must pose a compelling and original thesis. Students must then develop a cohesive and clear argument to defend that thesis. They must support each point with appropriate evidence. They must have very few grammatical errors. They must avoid all errors of logic. They must cite the authorities for their claims. Students must address the most salient counter-argument(s) to their thesis.

To receive a B, students must pose a solidly defensible thesis. The thesis may or may not be original or compelling. Students must then develop a cohesive argument, though there may be a few “loose threads.” Students may have one or two errors of logic. Students may have minor grammatical errors. They may also have a few unsupported claims. Students must engage with a salient counter-argument to their thesis.

To receive a C, students must attempt to pose a defensible thesis. The thesis may or may not be original or compelling. Students must attempt to develop a cohesive argument. There may be numerous “loose threads.” Students may have errors of logic. Students may have both major and minor grammatical errors. They may also have unsupported claims. Students must attempt to engage with a salient counter-argument.

To receive a grade lower than a C, students’ papers must fail to attempt the most basic completion of the assignment. Students may not have a thesis or an argument. Students may have numerous errors in logic. Students may have both major and minor grammatical errors. They may also have numerous unsupported claims.

## Argumentative Essay #2

### Fall 2019 History of Ideas

In this second essay, you will be considering the social contract. Think about for whom it works and how. Think about who is excluded from it. Think about what it promises and whether or not it can actually deliver on those promises. Using two or more texts from this second unit of readings, develop an argument about the social contract.

Required: 1200-1400 words; Introduction with thesis and roadmap; body paragraphs with topic sentences, evidence, analysis, and conclusion statements; counter argument and rebuttal; conclusion; works cited section.

#### Guidelines:

1. Use a relevant title.
2. Use double-spacing, size 12 font, and 1 inch (normal) margins.
3. Use page numbers.
4. Stay within a 1200-1400 word range. Going over or under the word count (excluding title and works cited) constitutes an incomplete assignment and an automatic failing grade.
5. Develop a strong, compelling, and original thesis.
6. Use an outline to develop a coherent and relevant argument to support your thesis.
7. Have both an introduction and a conclusion.
8. Define terms in relation to the appropriate texts.
9. Every paragraph should have a topic sentence that directly relates to your thesis.
10. Use textual data to support your argument (ie. quotes, themes, paraphrased quotes, and characterizations) in all body paragraphs.
11. Use parenthetical citations. For example: According to Dr. Ingram-Waters, “papers with more than two grammatical errors will not receive an A grade” (Seminar, 2019).
12. You do not need a separate title page or a works cited page. Put the title at the top of your paper and put the works cited at the end.
13. Use the Barrett Writing Center, your TA, and/or a trusted editor!
14. Avoid these errors of argumentation: appeals to common sense, appeals to emotion, rhetorical questioning, muddles of logic, conflation of ideas, unfounded/speculative generalizations, irrelevant contextualizations (aka. “the hook”), and unsupported claims.
15. Avoid these errors of writing: pronoun disagreement, tense shifts, comma misuse and/or missing commas, word choice issues, colloquialisms, dangling modifiers, comma splices, run-on sentences, semi-colon misuse, and over-long paragraphs.
16. If you have any questions, talk to me.

A note on your thesis: A thesis makes an argumentative claim that can be supported by data and analysis. An argumentative thesis does not merely explain a phenomenon (like a book report or a plot summary might). Argumentative theses must be compelling, original, and non-obvious. Thesis claims may be countered. Thus, excellent argumentative papers address the most salient counter-argument to the thesis.



### **How I grade the first essay:**

To receive an A, students must pose a compelling and original thesis. Students must then develop a cohesive and clear argument to defend that thesis. They must support each point with appropriate evidence. They must have very few grammatical errors. They must avoid all errors of logic. They must cite the authorities for their claims. Students must address the most salient counter-argument(s) to their thesis.

To receive a B, students must pose a solidly defensible thesis. The thesis may or may not be original or compelling. Students must then develop a cohesive argument, though there may be a few “loose threads.” Students may have one or two errors of logic. Students may have minor grammatical errors. They may also have a few unsupported claims. Students must engage with a salient counter-argument to their thesis.

To receive a C, students must attempt to pose a defensible thesis. The thesis may or may not be original or compelling. Students must attempt to develop a cohesive argument. There may be numerous “loose threads.” Students may have errors of logic. Students may have both major and minor grammatical errors. They may also have unsupported claims. Students must attempt to engage with a salient counter-argument.

To receive a grade lower than a C, students’ papers must fail to attempt the most basic completion of the assignment. Students may not have a thesis or an argument. Students may have numerous errors in logic. Students may have both major and minor grammatical errors. They may also have numerous unsupported claims.

## Argumentative Essay #3

### Fall 2019 History of Ideas

In this final essay, you will be considering social control. Think about what social control means. Think about how people come to understand what they are supposed to do. Think about different types of social control (gendered, raced, classed) and how they intersect. Think about what happens to those who cannot meet the expectations of systems of social control. Using two texts, develop an argument about social control.

Requirements: 1400-1600 words; introduction with thesis and roadmap; body paragraphs with topic sentences, evidence, analysis, and conclusion; counter-argument and rebuttal; conclusion.

tips:

1. Use a relevant title.
2. Use double-spacing, size 12 font, and 1 inch (normal) margins.
3. Use page numbers.
4. Stay within a 1400-1600 word range. Going over or under the word count (excluding title and works cited) constitutes an incomplete assignment and an automatic failing grade.
5. Develop a strong, compelling, and original thesis.
6. Use an outline to develop a coherent and relevant argument to support your thesis.
7. Have both an introduction and a conclusion.
8. Define terms in relation to the appropriate texts.
9. Every paragraph should have a topic sentence that directly relates to your thesis.
10. Use textual data to support your argument (ie. quotes, themes, paraphrased quotes, and characterizations) in all body paragraphs.
11. Use parenthetical citations. For example: According to Dr. Ingram-Waters, “papers with more than two grammatical errors will not receive an A grade” (Seminar, 2019).
12. You do not need a separate title page or a works cited page. Put the title at the top of your paper and put the works cited at the end.
13. Use the Barrett Writing Center, your TA, and/or a trusted editor!
14. Avoid these errors of argumentation: appeals to common sense, appeals to emotion, rhetorical questioning, muddles of logic, conflation of ideas, unfounded/speculative generalizations, irrelevant contextualizations (aka. “the hook”), and unsupported claims.
15. Avoid these errors of writing: pronoun disagreement, tense shifts, comma misuse and/or missing commas, word choice issues, colloquialisms, dangling modifiers, comma splices, run-on sentences, semi-colon misuse, and over-long paragraphs.
16. If you have any questions, talk to me.

A note on your thesis: A thesis makes an argumentative claim that can be supported by data and analysis. An argumentative thesis does not merely explain a phenomenon (like a book report or a plot summary might). Argumentative theses must be compelling, original, and non-obvious. Thesis claims may be countered. Thus, excellent argumentative papers address the most salient counter-argument to the thesis.

### **How I grade the first essay:**

To receive an A, students must pose a compelling and original thesis. Students must then develop a cohesive and clear argument to defend that thesis. They must support each point with appropriate evidence. They must have very few grammatical errors. They must avoid all errors of logic. They must cite the authorities for their claims. Students must address the most salient counter-argument(s) to their thesis.

To receive a B, students must pose a solidly defensible thesis. The thesis may or may not be original or compelling. Students must then develop a cohesive argument, though there may be a few “loose threads.” Students may have one or two errors of logic. Students may have minor grammatical errors. They may also have a few unsupported claims. Students must engage with a salient counter-argument to their thesis.

To receive a C, students must attempt to pose a defensible thesis. The thesis may or may not be original or compelling. Students must attempt to develop a cohesive argument. There may be numerous “loose threads.” Students may have errors of logic. Students may have both major and minor grammatical errors. They may also have unsupported claims. Students must attempt to engage with a salient counter-argument.

To receive a grade lower than a C, students’ papers must fail to attempt the most basic completion of the assignment. Students may not have a thesis or an argument. Students may have numerous errors in logic. Students may have both major and minor grammatical errors. They may also have numerous unsupported claims.

## **Writing Standards for Human Event and History of Ideas Papers**

The elements outlined below form the basis of **all** Human Event and History of Ideas argumentative papers, and therefore constitute the fundamental criteria of evaluation.

### **1. A Human Event/History of Ideas paper contains a clear thesis statement.**

The thesis statement makes a specific, text-based claim, not a vague or broad observation.

The paper must stake a substantive position, one that is neither trivial nor obvious.

Human Event papers are typically 5-7 pages, and the thesis statement should appear in the first paragraph.

### **2. The body of a Human Event/History of Ideas paper defends the thesis via a progression of arguments.**

The opening of the paper provides an overall map of its direction.

The body of the paper mirrors the introductory map, and each paragraph builds the case in logical progression.

The paper makes an evidence-based case in support of the thesis. Accordingly, the paper also anticipates and addresses potential objections.

### **3. Evidence from, and analysis of, the primary text(s) form the backbone of the paper's defense of a thesis.**

Textual evidence constitutes the foundation of the paper's argument. The paper cites the sources of evidence.

No outside sources are permitted.

Analysis offers plausible explications of the texts that show how the meaning of the cited evidence helps develop the argument.

### **4. Human Event/History of Ideas papers adhere to fundamental style elements.**

The paper uses proper grammar and word choice including gender neutral and inclusive language.

The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.

(Updated and adopted by all Barrett faculty members on 8/17/13.)

## Human Event Essay Evaluation Criteria

√ = good

~ = on track but needs further work

-- = critical area for improvement

<p>INTRODUCTION &amp; THESIS  20%</p>	<ul style="list-style-type: none"> <li>• Avoids vague over-generalizations in opening lines</li> <li>• Introduces authors and texts focused upon in the essay</li> <li>• Defines abstract terms, e.g., heroism, dehumanization, alienation</li> <li>• Highlights non-obvious nature of thesis               <ul style="list-style-type: none"> <li>○ via counter-arguments</li> <li>○ via specificity of ideas</li> </ul> </li> <li>• Includes a “road map” that forecasts the specific sequence of specific ideas that appear in the essay               <ul style="list-style-type: none"> <li>○ The roadmap indicates the logic for that sequence</li> </ul> </li> </ul>
<p>ORGANIZATION  20%</p>	<ul style="list-style-type: none"> <li>• Topic sentences highlight specific insightful critical claims               <ul style="list-style-type: none"> <li>○ Topic sentences are textually grounded but without quotations</li> </ul> </li> <li>• Paragraphs coherently develop only one central idea</li> <li>• Follows logical sequence of ideas</li> <li>• Addresses “so what?” issues of relevance in concluding paragraph</li> </ul>
<p>CONTENT  (supporting paragraphs)  30%</p>	<ul style="list-style-type: none"> <li>• Subordinates summary to analysis</li> <li>• Presents sufficient direct textual evidence in all support paragraphs</li> <li>• Provides substantive, logical development of ideas               <ul style="list-style-type: none"> <li>○ Provides clear, detailed analysis of quotations</li> <li>○ Addresses reasonable counter-arguments</li> </ul> </li> <li>• Demonstrates in-depth understanding of the text’s ideas and nuances</li> <li>• Is accurate (i.e., character and author names, titles, events, quotations)</li> </ul>
<p>LANGUAGE USE  15%</p>	<ul style="list-style-type: none"> <li>• Rarely uses passive verb construction</li> <li>• Uses gender-neutral language to refer to people in general</li> <li>• Employs literary present tense when appropriate</li> <li>• Integrates textual evidence to eliminate “orphan quotations”</li> <li>• Employs a college-level vocabulary with no generic second person</li> <li>• Appropriately uses apostrophes               <ul style="list-style-type: none"> <li>○ commas</li> <li>○ semi-colons</li> </ul> </li> <li>• Avoids word/usage errors in verb tense, subject-verb agreement, etc.</li> </ul>
<p>MECHANICS  15%</p>	<ul style="list-style-type: none"> <li>• Follows formatting/length instructions for the assignment</li> <li>• Accurately employs [the citation style of their choice] parenthetical format for parenthetical citations</li> <li>• Appears to have been proofread</li> <li>• Includes page numbers</li> </ul>