

Lewis and Clark College  
Core 106-33: *Exploration and Discovery I*  
Fall 2015

MWF 3:00-4:00

*John R. R. Howard Hall 205*

*Prof. Rebecca Pyatkevich, Visiting Assistant Professor of Russian*  
*Office Hours: M 4-5 W 11:30-12:30, and by appt.*  
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*Rebels, Outcasts, Iconoclasts, Icons*

In this course, we will interrogate the complex interactions between a strong individual and the larger contexts that both constrain and drive his/her actions. How does a person make him or herself heard, and how does the formation of a voice – and a personality – take place in the context of broader social, cultural, and historical contexts? Moreover, how does that person's voice come to influence and shape the way others think; how does one, if an outcast in one's own generation, become a beacon and model for future generations? In this course, we will examine the way certain persons, real and fictional, step outside and beyond their societal sphere in order to create new spheres of influence and new discourses – often at great personal cost. We will begin by studying the work of three different iconoclasts – Socrates (as presented by Plato), Virginia Woolf, and Frederick Douglass. We will look at their writings as a window to the role of personality in the context of societal expectations both hinder and provide the context for personal growth that then becomes the growth of society at large. We will then proceed to examine the way the figure of the iconoclast has been treated in fiction and film, where, in various complex ways, fiction and reality, history and myth, interact in surprising ways.

**Statement of Learning Objectives:**

This course brings students together to read, discuss, and write about a group of texts and other works foundational to a liberal arts education. The course aims to engage students with some of the enduring questions that reverberate through all academic disciplines and that have shaped some of humanity's great intellectual achievements. Engaging with such enduring questions requires engaging the materials, tasks, and assignments in this course, and doing so will afford students the opportunity to develop the following skills and capacities:

1. Work collaboratively and constructively in a group setting.  
(Demonstrate capacity to listen, respond reasonably to, and build on the intellectual positions staked out by course materials, instructors, and fellow students)
2. Perform careful, critical reading of sophisticated texts.  
(Demonstrate understanding of form and contents of texts; discern patterns and anomalies in form and content; produce thoughtful informal and formal commentary on texts)
3. Articulate in spoken and written word effective analysis and synthesis of texts and ideas.  
(Demonstrate capacity to collect, evaluate, and employ evidence for analytical, synthetic, or interpretive claims and to weigh the merits of competing arguments)

4. Compose effective formal academic writing, both in class (during exams or other exercises) and outside of class (for take-home writing assignments).

(Demonstrate capacity to compose clear and compelling prose, formulate persuasive arguments supported with evidence, and pursue creative and eloquent expression of ideas)

READING AND DISCUSSION:

This class is a **reading and discussion course**, designed to help you become more careful and deeper readers (whatever your future major). Our section's texts are below, and are available for purchase (and possibly rental) at the LC Bookstore:

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|---|---|
| <ul style="list-style-type: none"> <li>➤ Plato, <i>Five Dialogues</i></li> <li>➤ Virginia Woolf, <i>A Room of One's Own</i></li> <li>➤ Fredrick Douglass, <i>Narrative of the Life of Fredrick Douglass, An American Slave</i></li> <li>➤ Sophocles, <i>Antigone</i></li> <li>➤ Jean Anouilh, <i>Antigone</i></li> <li>➤ Mikhail Bulgakov, <i>Master and Margarita</i></li> </ul> | <ul style="list-style-type: none"> <li>➤ Stephanie Collins, <i>The Hunger Games</i></li> </ul> <p>We will also watch and discuss the following movies:</p> <ul style="list-style-type: none"> <li>➤ <i>Milk</i> (2009)</li> <li>➤ <i>Brazil</i> (1985)</li> </ul> |
|---|---|

These texts are also available at the reserve desk at the library; additional copies may be available from the E & D office or from me. If you're having trouble obtaining your own copy, please let me know, and we'll find a solution. The movies will also be made available on reserve, if you must miss the scheduled showing.

Because this is NOT A LECTURE COURSE, it is vitally important that you come to class regularly, that you complete the assigned reading for the day, and that you come prepared to discuss it thoughtfully. Even though the length of the daily reading assignments will vary, you should expect the 3-hour minimum of ACTIVE reading and preparation for every hour we spend in class. That may mean underlining, taking notes, responding to the pre-class processing assignments, noting questions for discussion, and re-reading. It's a good idea to come to class with one or more questions or thoughts already prepared. In class, I will look for **\*\*each person\*\*** to make a contribution, both through group work and in individual discussion. If you are having trouble with this aspect of class, please come talk to me about ways to improve it or to set up possible alternative arrangements.

*Attendance:* Regular attendance at class sessions, at lectures, and at films designated in the syllabus is essential for successful completion of this course. Missing more than 3 class periods without medical or other justification (religious absence, team sport, illness) will lower your attendance score. If you are aware of an upcoming absence, please be proactive and let me know of the upcoming absence before it occurs (in cases of emergency, as soon as possible thereafter). Student Support Services Office can assist you in the event of necessary prolonged absences.

*Pre-class processing assignments:* In order to prepare for in-class discussion, reading assignments will be accompanied by short *Pre-class processing assignments* – these assignments will generally be

administered and due on Moodle. They will be graded for completion rather than content (although I will provide feedback on particularly insightful or particularly sloppy content). Such an assignment might require a short written response to a particular question, posting of a selection from the reading; on occasion, the assignment may take forms other than writing. These may NOT be submitted late, and you may skip any 3 during the course of the semester with no penalty. The grade on these assignments becomes part of your participation grade. Additionally, these pieces may serve as resources for beginning your writing process.

*Self-evaluation questionnaires and group-work evaluation questionnaires:* Self-evaluation questionnaires about your level of participation will be administered at regular intervals during the semester – usually in conjunction with an assignment (such as a paper, a pre-writing assignment, or in-class activity). These will be a chance to formally reflect on your level of participation and to negotiate with me an appropriate mark, while making plans for improvement.

### WRITING:

This course is a **writing course**, designed to develop your skills as writers and arguers. Good writing does not come in a burst of inspiration but is born, rather, from the careful dialogue of ideas between writer, his/her material, and the goals of the particular piece (*who* is the intended reader? *what* is the writer trying to communicate? *Why* is that important?). Our writing assignments will help you become more effective writers by working on the elements of good writing: claiming a clear position, structuring arguments, suggesting broader implications, and by viewing writing as a process rather than an event. Proper citation, appropriate style, and grammar are also important to good writing. We will work on our writing through several different kinds of assignments:

*Analytical papers* – you will write and rewrite three major analytical papers during the course of the semester. The first two papers will be 5-6 pages in length, while the last paper will be 7-8 pages in length. These will be evaluated for clarity, strength of argument, insightfulness or creativity of approach, and fulfillment of basic expectations for formatting and grammar.

*Drafts* – each of your papers will be preceded by a draft (full or partial). In order to give you a sense of how closely the paper fulfills the expectations of good writing, the drafts will be graded. However, if the graded difference between first draft and final draft is more than 15%, the grade for the final draft will stand.

*Pre-writing assignments* – In addition to graded drafts (full or partial), several shorter pre-writing assignments might be assigned throughout the semester. These may include outlines or mind-maps, targeted drafts or revisions (such as: draft of an introduction paragraph only), reflections on your writing or revision process, or even creative responses.

*In-class writing assignments* – short, in-class writing assignments may be used to trigger or focus discussion and to train aspects of effective analytical writing. These may or may not be graded, but they can serve as useful materials with which to build your longer papers.

*The Writing Center:* I encourage you to make use of the **Writing Center**. The consultants can help you with different aspects of the writing process – from narrowing down a topic to working through drafts. For hours and more information, visit the Center on the main floor of Watzek Library, or check out their website: [http://college.lclark.edu/academics/support/writing\\_center/](http://college.lclark.edu/academics/support/writing_center/)

### GRADING FORMULA

<b>Participation:</b>		<b>20%</b>
	Attendance	7%
	Post-reading processing assignments	5%
	Self-evaluation questionnaires administered at regular intervals	5%
	In-class group work evaluation; attendance at mandatory office hours	3%
<b>Writing:</b>		<b>50%</b>
	Paper 1                      5-6 p.	10%
	Draft 1                  5%	
	Final draft              5%	
	Paper 2                      5-6 p.	10%
	Draft 1                  5%	
	Final draft              5%	
	Paper 3                      7-8 p.	15%
	Draft 1                  3-4 pages      5%	
	Draft 2                  7-8 pages      5%	
	Final draft              7-8 pages      5%	
	Best paper bonus (added to your highest rated paper)	5%
	2 short responses, pre-writing exercises, etc.	5%
<b>Midterm:</b>		<b>10 %</b>
<b>Final Exam:</b>		<b>20 %</b>

*Students must complete ALL the major assignments in order to receive credit for the course.*

*Late Work:* All assignments are due on the scheduled dates. As a general rule, late work will not be accepted; in unavoidable circumstances, you have the responsibility to contact me as soon as possible to make arrangements for timely completion of assignments.

*Academic Integrity:* I expect that any work you submit in this course will be your own and that you will cite any sources you have used. Failure to do so can be plagiarism, a serious academic offense that can result in your suspension or even expulsion from the college. I expect you to understand and abide by the College's Academic Integrity Policy and Procedures. If you have any questions about the policy, I encourage you to come and talk with me as soon as possible.

*Evaluation:* The following scale will be used to determine your grades:

A	94-100	B+	88-89.9	C	78-79.9	D	68-69.9
A-	90-93.9	B	84-87.9	C+	74-77.9	D+	64-67.9
		B-	80-83.9	C-	70-73.9	F	0-63.9

If appropriate, improvement over the course of the semester may be taken into account when assigning final grades.

### COURSE MECHANICS:

*Moodle:* Our course's Moodle page will be central to what we do: it will host our shorter-than-book-length readings; handouts and other materials handed out in class, and notes on our class discussion. Moodle is also the place where you will submit your work and receive comments: where you submit your papers for grading, sign up for required office hour meetings, complete pre-class assignments.

**\*\*CHANGES TO THE SYLLABUS are \*\*inevitable\*\* and will be posted on Moodle.**

*Submitting Assignments and Receiving Feedback:* You will be submitting your papers in electronic format, and receiving feedback that way, as well. You must submit your work as a Microsoft Word Document. If you do not have Word, you can download a free copy; alternatively, you can save documents from Pages, OpenOffice, or GoogleDocs as Word documents. We will have a brief training session on the mechanics of this process later in the semester, and please come to me with any questions you have during this time!

*E-mail contact:* Because e-mail is the only way I can contact all of you at once, important class notices will be distributed via E-mail. Please make sure to check your @lclark.edu address at least once a day. You are responsible for any information that is announced in this fashion. On my end, you can expect an email reply from me within 24 hours (and usually, much sooner). I will notify you if I foresee a delay (for example, if I am traveling).

*Office hours:* We will have two required office hour sessions during the course of the semester. These mandatory meetings will specifically focus on your writing; attending them will form part of your participation grade. Regular office hours are drop-in, and are there so that you can come ask a question about a particular reading or assignment, discuss how you are doing in the course, discuss an issue in class, or anything else. If my office hours conflict with another class or scheduled activity, it is very easy to schedule an appointment at a different time! Just send me an email. I encourage you to come to office hours as often as you'd like!

*Electronic devices in the Classroom:* I prefer that you use pen and paper for taking notes, rather than more advanced devices (which may also distract you). Moreover, studies consistently show that

note-taking with a pen or pencil is much more effective for your learning! Please refrain from using your cell phones and similar devices during class time. If you are having an emergency that requires you to have your cell phone on, please tell me before class begins.

*Learning Disabilities:* If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Per university policy, I will not be able to make any accommodations without such paper-work on file.

*Changing Class Sections/Withdrawing:* Any requests to change E&D sections should be directed to the E&D Program Coordinator, Dawn Wilson (Miller 404, [explore@lclark.edu](mailto:explore@lclark.edu)); changes to course section will not be permitted after the third class session. Because it is a required course designed for first year students, withdrawal from E&D is not permitted (unless a student is withdrawing from all courses for the semester).

*Campus Resources:* Because you are new to the college and because of the nature of the course, please consider using some of the many helpful resources available to you on campus: Information Technology, Watzek Library, International Student Services, SAAB Tutoring, and (especially important) the Writing Center. To maximize your benefit from these resources, you need to plan ahead and to be active and professional when consulting them. I am happy to provide advice about appropriate ways and times to utilize these resources.

*About me:* I'm a professor of Russian Literature in the Foreign Languages department, and I've been teaching at Lewis & Clark since 2011. I completed my PhD at Columbia University (and taught there while I was doing so); before coming to Lewis & Clark, I taught at the University of Wisconsin-Milwaukee. I love teaching as much as I love reading – that is, a LOT. My research focuses on **how** it is that works of poetry and fiction influence us and the world around us. Russian literature makes the connections between the real and the literary especially salient, but these are questions that transcend any particular literary tradition, and so does much of my research and teaching. I am at heart a humanist, and I believe that the development of an aesthetic sensibility, through literature, poetry, or the other arts, not only enriches a person's life, but provides him or her with tools for a strongly expressed individuality, which is necessary for practicing ethical choice. Not only is such an education necessary to a life well-lived, but it teaches skills – effective writing and speaking, negotiating and implementing shared goals – that are central to becoming a successful member of society.

**Term Planner for *Rebels, Outcasts, Iconoclasts, Icons***

Week	Monday	Wednesday	Friday
0			8/28 <u>Opening Plenary and class meeting</u>
1	8/31 Plato: Euthythro 1-20	9/2 Plato Apology 21-44	9/4 Plato Crito, 45-57
2	9/7 Labor Day	9/9 Woolf 3-40	9/11 Woolf/ 41-77 <i>Paper 1 assigned</i>
3	9/14 Woolf 78-112; additional reading on Moodle (work on introductions)	<u>E&amp;D Woolf Colloquium 3:30-5pm Flanagan Chapel</u> <i>[takes the place of regular class]</i> Introductions due online	9/18 Douglass 1-44
4**	9/21 <b>Paper 1 drafts due</b>	9/23 Douglass 45-82	9/25 Douglass 83-115
5	9/28 <u>E&amp;D Douglass Colloquium 3:30-5pm Flanagan Chapel</u> <i>[takes the place of regular class]</i> <b>Paper 1 final</b>	9/30 what to the slave is the 4 <sup>th</sup> of july? <u>7:00 pm Movie: Milk in Howard 122</u>	10/2 In place of class: watch materials on Harvey Milk.
6	10/5 Discussion: <i>Milk</i> <b>Milk/Douglass response due</b>	10/7 Visit from John Holzwarth, director of the Writing Center	Fall break
7	10/12 Antigone (Sophocles) 3-23	10/14 Antigone (Sophocles) 23-45	10/16 Antigone (Anouilh) pp. 1-61
8	10/19 Antigone (Anouilh)	10/21 Antigone debate	10/23 <b>Paper 2 draft</b>
9	10/26 Critical reading on Antigone TBA	10/28 Critical reading on Antigone TBA	10/30 <b>Paper 2 final</b>
10	11/2 Midterm review	11/4 <b>Midterm</b>	11/6 Master and Margarita 3-77
11	11/9 Master & Margarita 78-153	11/11 Master and Margarita 154-235	11/13 Master and Margarita 236-303 <i>Paper 3 assigned</i>
12**	11/16 Master & Margarita 304-335 <u>7:00 pm Movie: Brazil in Howard 122</u>	11/18 Brazil discussion	11/20 <b>Paper 3 draft 1</b>
13	11/23 Hunger Games 3-102	11/25 Hunger Games 103-194	Thanksgiving
14	11/30 Hunger Games 195-302	12/2 Hunger Games 302-374	12/4 <b>Paper 3 draft 2</b>
15	12/7 Review for final exam <b>Hunger Games/Brazil response due</b>	12/9 Review for final exam	<b>READING DAY</b>
16	<b>FINAL EXAM: December 16, 1-4 pm 3 hrs. ; Paper 3 final draft due at 11:55 pm.</b>		

\*\* Mandatory office hours this week.