

JUNIOR COLLOQUIA

FALL 2021

Instructor: Clara Chi

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Office hours: Mon/Tues/Wed/Fri (1pm-2pm), Wed (10am-12pm), Thursday (12pm-2pm)

Online office hours: Friday (10am-12pm) Just log in and I will admit you

<https://us02web.zoom.us/j/2523938670?pwd=Yk9lK1g5U09KVVpJRWZHY0lYeTZMdz09>

Meeting ID: 252 393 8670

Passcode: 445021

Other times available by appointment. Please email me.

COURSE DESCRIPTION

Junior Colloquium is a discussion-oriented seminar which is meant to foster critical thinking, critical engagement with texts, and rational dialogue with peers. This course is unique, in that, the class sessions are largely comprised of student discussion and often led by students, themselves. The professor is a facilitator, but often not the leader of the discussion.

The themes we are focusing on this year are social justice, inclusion, and equity. The goal is to allow you to explore social justice issues, dialogue about them in class, and then find ways to apply that knowledge to make the world more just, inclusive, and equitable. We will watch a variety of films that center on these themes. Merely consuming this material, however, is not enough. In order to succeed in this course, you must engage with the course material and participate in spirited and thorough class discussions about them. In other words, mere receptivity is not enough. You must offer input and ideas via analysis, evaluation, and synthesis. We will aim to achieve respectful, productive, and lively discourse.

REQUIRED VIEWING

The films you will watch each week are available for free through YouTube and Kanopy—a database available through the BSU library website (make sure to sign in to your account to access them).

COURSE METHODOLOGY

- Watch films related to social justice, inclusion, and equity
- Discuss these films in class to show engagement and learn from each other's input
- Complete and submit written responses to the films
- Complete and submit the Final Project

GENERAL COURSE OBJECTIVES

- To participate in an interdisciplinary seminar focusing on great ideas of differing times and dimensions;
- To develop questioning strategies and techniques which stimulate productive discussion;

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- To build a body of written and non-written material that incorporates a philosophical foundation and a series of readings on an intellectual level;
- To adapt the scholarly content to conditions in which the student's daily life exists;
- To develop an intellectual and practical vehicle in which the student may be able to demonstrate quality reading, listening, and verbal skills.

COURSE CONTENT

The content of this course is interdisciplinary in nature through a variety of different readings and scholarly experiences. Included in this content will be historical readings, scientific readings, philosophical readings, mathematical readings, and literature readings. Primary and secondary sources will be utilized through texts and handouts. This seminar shall be about ideas presented in the readings for the seminar sessions and not simply cursory reviews about the source(s). Mere opinion will be discouraged; analysis, evaluation, and synthesis will be the skills in training. Each reading will be able to stand on its own intellectual merit and yet able to find a connection to previous and subsequent readings.

COURSE METHODOLOGY

Classes will be conducted with a combination of small group discussion and overall review of the article during the first half of class; the second half will be total group discussion (also termed big group discussion). Active participation is expected for both.

#Reading of texts and sources in a variety of disciplines on which regular, structured, in-class interpretational discussion will be based;

#Regular structured seminars and large group settings which work toward analysis of ideas;

#Written responses to the readings and ideas.

METHODS OF EVALUATION

1.(70%) Oral discussion grade:

- You will be evaluated daily for your oral discussion grade each class. **Total is 20 pt**
- **You need 3 comments, and one of them needs citation. At least one citation will add extra 2 pt to your overall speaking.**
- **Usually comments with citation will count as a meaningful comment, so try to aim for citations in all your comments**

Grading scale:

No talking:	14/20
One comment, no citation:	16/20
Two comments, no citation:	17/20
Three comments, no citation:	18/20
Three comments, citation:	20/20

Comments are deemed meaningful when they:

- Introduces new and intriguing idea that moves discussion along
- Agrees with and expands another participant's remarks
- Disagrees with participants and explains why
- Gives persuasive analysis of text
- Gives opinion with backup text/evidence
- Refers to a relevant event (may be historical or current) and explains why
- Shows connection to other sources, either used in this class or others
- Gave thoughtful comparison to another remark's
- Clarifies an obscure passage so that it makes sense to all of us
- Thoughtful response to classmate's comment

Comments that cannot fall under one of these categories may still be counted if it reflects understanding of text/classroom discussion and explained clearly.

2. (20%) Written reflection

Please write **three important points** from the reading that you can bring to the discussion. This must be submitted before class. Each point must be at least 100 words and contain one citation. (Sample included on Canvas)

Total: /10pts

3. (10%) Final Project

At the very end, there will be a project. Because the course focus is about inclusion, social justice, and equity, the Final Project is a way to demonstrate and apply your knowledge of those topics. You will choose ONE of the following options for your Final Project:

Option 1: Recover—This option is about recovering the history, culture, and experiences of marginalized groups. Research one specific element of the history, culture, or experiences of a marginalized group. Examples of topics include things like LGBTQ voguing clubs in 1980s NYC; Standing Rock activism; a lesser known person of color who has made or is making an important contribution to society, etc. Present your findings (video, visual, PPT, Prezi) with the aim of increasing cultural awareness and centering or celebrating under-represented communities. Each presentation will be given 3 min. You will turn this in near the end of the semester to Discussion Board.

Option 2: Service Project—This option is about identifying an issue facing the environment or a marginalized community, researching that issue, and coming up with a way of responding to that issue in a way that will make a positive and measurable difference. Research an issue, identify its impacts, develop a response; make a presentation (video, PPT, Prezi) to show your research on the issue and its impacts, and your response. You will turn this in near the end of the semester to Discussion Board.

The following grading scale will be used for this course:

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Grading: A 93-100, A- 90-92, B+ starts at 87, B 83, B- 80, C+ 77, C 73, C- 70, D 69 and below

GUIDE TO SUCCEEDING IN COLLOQUIUM

Prior to class, all students are expected to:

- Watch the film
- Submit talking points online

Tips:

- Write down significant ideas as you watch
- When you want to reference a quotation or idea from the film, remember to write down the time that moment occurred in the film. For instance, if it happened 24 minutes and 38 seconds in, you would write 24:38
- Do not do everything the night before class – you will be overwhelmed and you will not enjoy the class, which is meant to be enjoyable and not overly taxing

COLLOQUIA DIALOGUE RULES OF THUMB

1. The exchange of declarative monologues tends to be dialectically unproductive. The effort to be too complete is often self-defeating. Brevity stimulates dialectic. Don't be afraid to put yourself out there – respectful disagreement is normal and expected.
2. The imaginative and unexpected are frequently more fruitful than a prematurely prudent opinion.
3. In dialectic conversation, listening intently is in everybody's intellectual interest.
4. Agreeing to disagree respectfully is a powerful asset to any conversation. This practice will heighten the courtesy that any good and rigorous conversation demands. Also, don't assume that everyone holds the views they put forward – Colloquium is a space for testing out ideas and analyses. Sometimes I myself might play the 'devil's advocate' so as to help the class think through important issues.
5. Follow the argument wherever it leads. Think with your peers and trust their intelligence to lead to (sometimes much unexpected) understanding.
6. The truly relevant jest is never out of order, so long as the conversation blends intellectual seriousness with relevant playfulness.

APPROPRIATE METHODS OF DISCUSSION

- ü Clarifies point in discussion

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- ü Asks a relevant, productive question
- ü Offers a comparison
- ü Offers a contrast
- ü Offers supporting evidence for an idea of the filmmaker
- ü Refers to a literary work germane to ideas being discussed
- ü Refers to a historical idea/work germane to the ideas being discussed
- ü Analyzes a section of the film
- ü Synthesizes from various parts of the film and/or other sources
- ü Agrees with and expands another participant's remarks
- ü Disagreed with another participant and explained the disagreement
- ü Offers a definition for a term/concept/idea
- ü Assists in moving discussion from one point to another
- ü Provides a summary for various parts of the film
- ü Provides evaluations of the material
- ü Proposes a hypothesis
- ü Produces a creative explanation
- ü Improvisation of thought evident

COURSE POLICIES

CLASS IS HALF ONLINE SYNCHRONOUS, HALF INPERSON.

We will meet online on 8/20. The next week will be inperson. This pattern to be repeated until the end of the semester.

COMMUNICATION IS KEY: During a time like this, when we are all getting used to new forms of learning and living, communication is paramount. If you have a question or need help with something class-related, please feel free to email me or schedule a time to meet with me virtually.

ATTENDANCE: Regular and punctual class attendance is expected and required of all students. If you are not in class when the zoom conference officially starts, you will be marked tardy. If you

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show up to class ten or more minutes late, you will be marked absent for the day. You will also be marked absent if I see you sleeping.

LATE WORK: Reading notes and major papers will be turned in electronically, unless otherwise stated; **if I do not have your assignment when it is due, you will not receive credit for it.** If you must miss a class, plan ahead to get your work in before the deadline. In the rare case of an excused absence (those deemed so by the school), you will need to contact me via email to make arrangements to get your missed work in ASAP.

EXTENSIONS: Extensions are very rare. I only give one if the school itself grants you an extension on the basis of extenuating circumstances. In these cases, the extension and timeline for the submission of work needs to be formally agreed upon in advance. This is not something that happens last minute.

TECHNOLOGY: Please turn off your cell phones before you enter class, put them out of sight, and refrain from using them in class.

INDIANA ACADEMY MASK POLICY

a. Requirement b. The Indiana Academy will follow Ball State University's mask policy. Effective July 1, 2020, all people on campus—including faculty, staff, students, vendors, contractors, suppliers, and visitors—should wear face masks (covering nose and mouth) while inside campus buildings. Face masks are specifically required in the following situations:

i. When in the presence of others (indoors or outdoors) and physical distancing is difficult to maintain, such as in hallways, elevators, stairs, public spaces, and common areas;

ii. When in a classroom or laboratory;

iii. When using campus transportation (such as a shuttle bus);

iv. When multiple individuals are in a University vehicle. Students, faculty, and staff are encouraged to bring their own mask. Masks will be provided to anyone who is unable to bring a mask or their mask is damaged.

c. Non-compliance: If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.

ACADEMIC INTEGRITY STATEMENT

You are responsible for the integrity of your work and you are required to produce work that is academically honest. This means that all of your work for this course must be your own and

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must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. Attempting to take credit for someone else's words or ideas without properly citing them is plagiarism. Direct and indirect plagiarism, both of which we will discuss in class, are unacceptable and have serious academic consequences. If you are even remotely uncertain about whether or not any part of your work is academically honest, contact me and we can sort it out. Please refer to the student handbook for additional information, including information that is new this year.

DIVERSITY AND INCLUSION POLICY

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>. As such, it is important to ensure that your comments and behavior in class is respectful and inclusive. Discriminatory comments or behavior will not be tolerated and may result in disciplinary action, in accordance with Indiana Academy and Ball State University policy.

Tentative Jr Colloq Schedule Fall 2021

Week 1: 8/16-20 Get to Know Your Classmates and Understand Your Frame
<https://www.tolerance.org/classroom-resources/tolerance-lessons/reflection-whats-your-frame>
http://www.tolerance.org/sites/default/files/general/tt_valuing_differences.pdf

Go over the [course](#) (sample syllabi) + [Final Projects](#)

Week 2: 8/23-27 **Intro to Colloq series: [“Ultimate Questions”](#) by Bryan Magee**

Week 3: 8/30-9/3 **Intro to Colloq series: [“The Illusion of the Two Cultures”](#) by Loren Eiseley**

Week 4: 9/6-10 Extended (break from Colloq)

Week 5: 9/13-17 **Intro to Colloq series: [“What are Intellectuals For?”](#) by Mark Kingwell**

Week 6: 9/20-24 **Intro to Colloq series: Wild Card (see below for suggestions)**

Week 7: 9/27-10/1 **DEI: Innovation and Activism- Code Girl (Kanopy)**

Week 8: 10/4-10/8 **DEI: [Trigger Happy article](#) Jack Halberstam**

Week 9: Extended (break from Colloq) 10/11-15

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Week 10: 10/18-22 **DEI:** Disability- Zoom In: Microaggressions and Disability (Kanopy)

Week 11: 10/25-29 **DEI:** Transgender--Laverne Cox Presents the 'T' Word (YouTube)
<https://www.youtube.com/watch?v=mDy0Dhfuxfl>

Week 12: 11/1-5 **Wild Card (see below for suggestions)**

Week 13: 11/8 -12 **DEI:** The Rise of BLM:
<https://www.youtube.com/watch?v=XiCZyh9Y0kQ&t=1667s> + Christian Cooper
<https://www.youtube.com/watch?v=9TXkh9jihUU>

Week 14: 11/15-19 **DEI:** The Unspoken Truth about Asian Racism

https://www.youtube.com/watch?v=S8_RMuTgjfY&t=100s

11/23-11-27 Thanksgiving

Week 15: 11/29-12/3 **DEI: Final Projects**

Week 16: 12/6-12/10 Last class; reflect and wrap up; students will need to complete course eval

See next page for Wild Card suggestions:

Wild Card Suggestions

- 1) Kimberlé Crenshaw's video "[The Urgency of Intersectionality](#)"
I usually only show an excerpt. Crenshaw discusses racist police violence towards Black men and women and relates public knowledge of these occurrences to her work on intersectionality. It connects to the concept of framing from the "Understand your Frame" activity.
- 2) "[Age, Race, Class, and Sex: Women Redefining Difference](#)" by Audre Lorde
I like the essay because, sadly, it could have been written today; it addresses the burden on marginalized people to educate others about their humanity, the pressures to minimize or ignore difference, etc. I have found that many students relate to Lorde sharing that she has been "encouraged to pluck out some one aspect of herself and present it as the meaningful whole, eclipsing or denying the other parts of self. But this is a destructing and fragmenting way to live. My fullest concentration of energy is available to me only when I integrate all the parts of who I am [...]"
- 3) Who decides what art is?
https://www.ted.com/talks/hayley_levitt_who_decides_what_art_means?language=en
- 4) Article: "[What do we owe to Intelligent Robots?](#)"
- 5) Fandom as Participatory Culture:
<http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/417SagorikaSingha1.pdf>
- 6) [Myth of Sisyphus](#) by Camus
- 7) <https://nkjemisin.com/2010/01/why-i-think-racefail-was-the-bestest-thing-evar-for-sf/>