

Junior Colloquium 2021

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Office hours: MTWThF: 11-12:30 **and by appointment**

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 and read articles 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 and read articles 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

ASSESSMENT AND GRADING

Participation – 45% The primary method of evaluation will be an assessment of your consistent and meaningful participation in the class discussion. Every person will be required to speak and provide input to our class discussions, to listen attentively and with empathy to what your classmates have to say, and to reflect on the ideas brought up during our discussions. A few things pertinent to the evaluation of your participation must be said. i) We do not want meaningless talk for the sake of talking; ii) As in life, you absolutely *must* be mindful of others – do not dominate the conversation; do not be mean or prejudicial or discriminatory; if you notice that someone seems eager to say something but can't seem to get a turn to speak, make an effort to *include* that person in our conversation iii) *Cite* your sources – i.e. show us the passage you are referring to, recite to us the quotation you are referencing, point us to the time stamp or page and paragraph, etc.

Your daily grade will be determined by your display of the following observable criteria:

SPEAKING: a) quantity – did you speak at all? did you *dominate* the conversation or *contribute* to it?

b) quality – were your comments insightful? did you add to the conversation or detract from it? did you appropriately cite your sources?

LISTENING: did you listen attentively and respond thoughtfully, or did you merely wait out the person speaking so that you could finally have a turn to make your point?

DECORUM: were you respectful? did you take others' views (even when different from yours) into account? did you handle disagreement appropriately, i.e. not by getting angry or yelling but by discussing the pertinent ideas and/or agreeing to hold differing opinions? did you attempt to include others in our conversation, e.g. by asking someone else what they think?

Think about the following words as guidelines for your contributions to class discussion:

Respectful. Useful. Insightful. Productive. Relevant.

Weekly Writing Assignments – 40% You will also be evaluated on your preparation for class. For each film, you will write one annotation paragraph. Below your annotation paragraph, you must also include two significant quotations from the film which you found worthy of discussion and two questions provoked by the film that you want dealt with in class.

Here is the same information in list format:

- i. a one paragraph annotation of the film that includes the following parts:
 - 1) summary of the film's purpose,
 - 2) several sentences in which you state the filmmaker's main points in your words. Cite each one using MLA.
- ii. two questions, both pertinent to the film and its main ideas, that you would like us to discuss
- ii. two discussion-worthy quotations from the film (cite using film title and time stamp)

*****Include an MLA citation for ALL words and ideas you reference from the film. *****

For instance, if you discuss an idea or quote from a film, include a parenthetical citation at the end of the sentence that has the film title (italicized) and the time stamp of the moment they showed or said the idea:

Example: This is a sentence in which I am talking about an idea from the film (*The Godfather* 23:38-24:56).

This writing assignment must be typed, 12 point font, single-spaced, in Times New Roman, MLA format

This weekly writing assignment is due by class time to Canvas. Late submissions will not be accepted. If you know you must miss a class, make sure to turn in your reading response to me before class. If you miss due to excused absence, you must contact me to get your work in ASAP.

Final Project—15% 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.

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.

The following grading scale will be used for this course:

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 or read the article.
- Prepare a 1 paragraph typed annotation on the film or article (see above for technical requirements)
- Prepare at least 2 questions and 2 quotations (just put them at the end of your written reflection)
- Submit your written assignment to Canvas by class time

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

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

COURSE POLICIES

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.

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

SAVE YOUR WORK: Backing up your files regularly is a course requirement. Get into a habit of emailing your drafts to yourself, and/or saving them on a thumb drive, external drive, or the cloud. Your computer malfunctioning/blowing up/self-destructing on the day the assignment is due will not be an acceptable excuse for not turning work in on time.

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 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.

Schedule of Work

** I reserve the right to amend this schedule and syllabus. If I do so, I will inform you ahead of time.*

Make sure to prepare for every class by not just viewing the films and reading the articles, but also completing and turning in your writing assignment to Canvas by class time. For instance, in the case of our first reading, "Time and Space" in *Ultimate Questions*, you will be expected to come to class ready to discuss it, having read the chapter before class; you will also be expected to turn in your written assignment about it to Canvas before class.

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

Intro to Colloq

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**

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

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**

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 evals.