

Fall Term, 2005
Bates College

GROWING UP PERFECT
MWF 9:30 – 10:25 a.m.

[CRN 90085]

Mr. Grafflin

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[goes to everyone registered, and to me]

Office hours: These are subject to endless adjustment, as other responsibilities/crises/confusions surface during the semester, so I encourage people to make an appointment for some mutually convenient time either in person or by leaving me a voicemail message. My E-mail account tends to get swamped with outside communications, so it is not the most efficient way to find me. There is also a box on my office door (in which tiny scraps of paper immediately vanish from sight—use a standard sheet of paper). I am in and out of my office all week long, getting here early in the morning (usually by 8:00). My schedule this semester already blocks out the following times:

Monday 9:00—1:00
Wednesday 9:00—1:00
Friday 9:00—1:00

Afternoons (especially on Mondays) tend to get lost in committee and department meetings. The easiest way to be sure of finding me is to call ahead. (Looking at the class schedule, MWF 1:00 looks like a time I'm probably going to be in my office, if you aren't a morning person.)

Course description: Every one of us wonders what we would be like if we realized our full potential, and every society struggles to describe the royal road to human perfection. From Aristotle's "reflective intelligence" to J.K. Rowling's Harry Potter, the library shelves bulge with examples and advice. In this course, students read classic guides of self-improvement from 2,000 years of global culture -- Roman, Chinese, American, and European -- looking for the cultural supermodel that makes a bestseller, or moves a society.

Class Schedule

Initial Meeting:

Fri 02 Sep 9:00—10:15 a.m. Graff, Clueless in Academe, pp. 1-61, 275-277
(mailed in advance to permanent address)

Part I: Introduction

Week One

Mon 05 Sep	C1	Lipson, Part One, Chapters 1 & 2 (pp. 3-31)
Wed 07 Sep	C2	Lipson, Part One, Chapter 3 (pp. 32-48)
Fri 09 Sep	C3	Library Instruction Room (next to Help Desk)

Part II: The Roman Example (1st century A.D.)

Week Two

[Institutio Oratoria]

Mon 12 Sep	C4	Quintilian, Introductory material, pp. 1-49
Wed 14 Sep	C5	Quintilian, Book I, Chapters 1-2
Fri 16 Sep	C6	Quintilian, Book I, Chapters 3-5

Week Three

[Institutio Oratoria]

Mon 19 Sep	C7	Quintilian, Book I, Chapters 6-8
Wed 21 Sep	C8	Quintilian, Book I, Chapters 9-12
Fri 23 Sep	C9	Quintilian, Book II, Chapters 1-4

Week Four

[Institutio Oratoria]

Mon 26 Sep	C10	Quintilian, Book II, Chapters 5-12
Wed 28 Sep	C11	Quintilian, Book II, Chapters 13-16
Fri 30 Sep	C12	Quintilian, Book II, Chapters 17-21

Part III: The Traditional Chinese Example (12th century A.D.)

Week Five

[Chu-tzu yü-lei chi-lüeh]

Mon 03 Oct	C13	Chu Hsi, pp. vii-xii, 3-34
Wed 05 Oct	C14	Chu Hsi, pp. 35-81
Fri 07 Oct	C15	Chu Hsi, pp. 85-87 and Chapters 1-2 (<u>CTYLCL</u> 7-8)

Week Six

[Chu-tzu yü-lei chi-lüeh]

Mon 10 Oct	C16	Chu Hsi, Chapters 3-4 (<u>CTYLCL</u> 9-10)
Wed 12 Oct	C17	Chu Hsi, Chapter 5 (<u>CTYLCL</u> 11)
Fri 14 Oct	C18	Chu Hsi, Chapters 6-7 (<u>CTYLCL</u> 12-13)

Week Seven

Mon 17 Oct	C19	Exercise on Chu Hsi <u>vs.</u> Quintilian
Wed 19 Oct		<i>fall recess</i>
Fri 21 Oct		<i>fall recess</i>

Part IV: Mid-Course Corrections & Nitpicking Technicalities

Week Eight

Mon 24 Oct	C20	individual pre-registration conferences
Wed 26 Oct	C21	individual pre-registration conferences
Fri 28 Oct	C22	<i>no class [Maine School Management Association conference]</i>

Week Nine

Mon 31 Oct	C23	individual pre-registration conferences
Wed 02 Nov	C24	Lipson, Part Two, Chapters 4 & 14 (pp. 49-56, 171-181)
Fri 04 Nov	C25	Lipson, Part Two, Chapter 5 (pp. 57-85) <i>Get paper assignment for Part One of Franklin.</i>

Part V: The American Example (18th century A.D.)Week Ten **[Autobiography, Part One]**

Mon 07 Nov	C26	Franklin, p. 3, line 1, through p. 27, line 24
Wed 09 Nov	C27	Franklin, p. 27, line 25, through p. 51
Fri 11 Nov	C28	Franklin, p. 52, through p. 70, line 2

Week Eleven **[Autobiography, Parts Two, Three & Four]**

Mon 14 Nov	C29	Franklin, p. 70, line 3 “Mem ^o” through p. 93, line 23 “...Humility”
Wed 16 Nov	C30	Franklin, p. 93, line 24 “Thus...” to p. 167, line 25 “1757”
Fri 18 Nov	C31	Franklin, p. 167, line 25 “As soon...” to the end (p. 171) <i>Paper on Part One due at the beginning of class!</i> <i>Pick up final exam essay question.</i>

*Thanksgiving recess week * 21—25 November*

During the last week (05-09 Dec), you will be responsible for the whole of J.K. Rowling, Harry Potter and the Sorcerer’s Stone [Volume 1 of the series], so you might want to (re-)read it over the Thanksgiving recess, in light of the final exam question.

Week Twelve

Mon 28 Nov	C32	individual paper conferences
Wed 30 Nov	C33	individual paper conferences
Fri 02 Dec	C34	individual paper conferences <i>Example of system of perfection due</i>

Part VII: The British Example (into the 21st century A.D.)Week Thirteen **[Harry Potter #1]**

Mon 05 Dec	C35	Rowling, pp. 1-309 (complete) (other samples handed out)
Wed 07 Dec	C36	discussion of other samples

Final examination – Friday 09 December at 10:30 a.m.

Reading List (in order of use)

(material available in bookstore)

You are expected to have the relevant book with you every day in class!

	How it is listed in the course schedule:
Charles Lipson, <u>Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success</u>	Lipson
Quintilian, <u>The Orator's Education</u> , Books 1-2 (translation by Donald A. Russell of the <u>Institutio Oratoria</u>)	Quintilian
Chu Hsi (Zhu Xi), <u>Learning to be a Sage: Selections from the Conversations of Master Chu, Arranged Topically</u> (translation by Daniel K. Gardner of the <u>Chu-tzu yü-lei chi-lüeh</u> , edited by Chang Po-hsing [1651-1725])	Chu Hsi
Benjamin Franklin, <u>Autobiography of Benjamin Franklin and Other Writings</u> (edited by Kenneth Silverman, from the edition by J. A. Leo Lemay and P. M. Zall)	Franklin
J. [Joanne] K. [Kathleen] Rowling, <u>Harry Potter and the Sorcerer's Stone</u> (volume one of the series of seven)	Rowling

Grading

Success in this course is entirely a matter of engagement. If everyone is present, is on top of the reading to the point of being willing to talk about it, and does the various writing exercises conscientiously, there is no reason why everyone in the course can't walk away with an 'A' and a constructive educational experience (plus effective academic advising...what more could you ask for?).

On the other hand, if you drift in and out of the class, skip the reading, sit in sullen silence, and boot the writing assignments, you call your entire Bates career into question. Success is built day by day, with consistent performance, not by self-inflicted last-minute ordeals. This course is organized around frequent, small assignments. Such a structure makes life easy for people with even modest self-discipline. On the other hand, it contains risks for the undisciplined. The relative unimportance of any one assignment can lead a certain kind of student to take none of them seriously, with catastrophic results. Not having a big term paper or a final examination that is half the grade makes it impossible to make up for a semester's carelessness with a spectacular finishing kick. The linkage of advising to a class that occurs in the First-Year Seminar Program makes it doubly problematic if the student is irresponsible.

Recent faculty discussions have indicated that the First-Year Seminars should take particular responsibility for making sure that students are aware of the issues involved in academic honesty, such as the college policies on plagiarism. This is important for the entire rest of your life (unless you are anticipating a career as a hunter-gatherer), not just for your time at Bates, and you should not leave this class without a reasonable grasp of what the concerns are.

Grading Mechanics

Participation:

Absent	Late/asleep	Mute	Participating	Genuinely contributory
F	D	C	B	A

Writing Exercises:

Not Done	Late/Irrelevant	Minimal compliance	Conscientious	Intelligent
F	D	C	B	A

Final Examination:

As a final essay, intended to integrate the issues and readings of the course, you will be writing on Harry Potter and the Sorcerer's Stone in light of the visions of individual, educational, intellectual, political, economic and social success that you have been exposed to. (This will count more than the usual writing exercises.)

Not Done	Irrelevant	Minimal compliance	Conscientious	Intelligent
F	D	C	B	A

for the course
(by college rule)