

**LIB100: Introduction to Liberal Education  
Fall 2005**

*Thinking is the hardest work there is, which is probably the reason why so few engage in it  
-Henry Ford II*

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**Catalog Course Description:** Introduction to Liberal Education-

A study of the nature and importance of liberal education, including the education of the adult free citizen, through extensive reading of classical and modern texts and through examination of the contemporary state of liberal education in the university and society. Fulfills Philosophy and Literature Foundation. Three credits.

**Objectives:**

- ☞ To be able to define what is a liberal arts education and to be able to apply that knowledge to the readings and to life goals.
- ☞ To be familiar with basic leadership principles, especially the social change model, in the context of a liberal arts education and how to apply those principles to the individual, the group, and to society.
- ☞ To develop the ability to think critically about what you read, view, and hear
- ☞ To learn to articulate those thoughts to an audience through written and oral assignments

**Format:**

This course will be taught seminar style with considerable time spent in discussion, both large and small group, and activities. This course is intended to be very interactive and dynamic. You are expected to come prepared to participate by completing assigned readings and activities prior to class. Because of the participatory nature of this class, your presence is especially important for the success of the course. Attendance is expected and will be part of your overall evaluation.

**Course Texts and Materials:**

- ☞ Whipps, J., Drewel, C., et al. (Eds.). (2004). *Reflection and engagement: The possibilities of liberal education at GVSU*. Acton, MA: Copley Custom Publishing.
- ☞ Loeb, P. R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Press.
- ☞ Supplemental Readings as assigned (All supplemental readings are available on Blackboard under Course Documents, in pdf or full text online format)

## Policies

### ☞ Attendance

- ★ Attendance in class is fundamental to your academic success. You should plan on attending every day in order to make the most of this learning opportunity.
- ★ If you are planning on being absent, please let me know in advance. Assignments will be due on dates listed, so plan ahead. You are also responsible for what was covered in class that day. **\*\*Notifying me does NOT mean it's excused. \*\***
- ★ You will be allowed 2 “free” absences (however you will not earn participation points or pre-class activity points for days you miss, even if you submit a response). This includes completely missed classes and accumulation of partial absences (arriving late or leaving early). For each absence after that you will lose a grade point (B+ to B, B to B-) up to 5 total absences, after which you will automatically fail this course.

### ☞ Cell phones, pagers, and other electronics

- ★ Please silence or turn off any electronics before coming into class. If there is a pending emergency where you may need to answer your phone, please let me know before class and leave the classroom before doing so as to not disrupt everyone else.

### ☞ Academic Honesty/Plagiarism Policy

- ★ "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism" (from the GVSU Student Code, Section 223.01). There is no such thing as unintentional plagiarism. It results from ignorance of proper citation practices, but is nonetheless a violation of academic standards, and will not be tolerated. Students who plagiarize will fail the assignment, possibly the course, and are subject to disciplinary action.

### ☞ Assignments

- ★ No late assignments will be accepted unless EXTREME circumstances have caused your absence.
- ★ All assignments should be proofread for mechanical and grammar issues prior to being turned in. This is more than just using “spell check” on your computer. Consider using the Writing Center or asking a friend or classmate to review your writing.

## Homework Assignments:

### ☞ Individual

- ★ Blackboard Pre-class Activity (40 x 1 pt each = 40 pts): You will be asked to complete a very short activity related to the readings prior to each class. This activity will be made available on the Blackboard site under “Pre-Class Activities” immediately following a class meeting and will be available until **30 minutes BEFORE** the next class meeting. This activity will be designed to ensure you have completed the reading assignment and are prepared to participate in class. Due: prior to every class meeting
- ★ Reflective Reading Exercises (4 x 10 pts each = 40 pts): You will be randomly assigned by lottery to four class readings throughout the semester for which you will develop an outline of the important points of the text, prepare some discussion questions and develop responses to those questions which demonstrates your understanding of the reading's idea and supporting arguments (2-3 pages). These questions will be used to start the class discussion about that reading. See assignment sheet for further details. Paper Due: Varies, lottery held first week

- ★ Educational Autobiography and Plan (10 pts): You will write a 2-4 page personal history of your educational experiences, why you chose to attend college, your definition of liberal education, your ideas about leadership, and what you expect to learn in this class and in college. See assignment sheet for further details. Paper Due: September 7<sup>th</sup>
- ★ Final reflective paper (65 pts): You will write an 8-12 page paper, in lieu of a final exam. This paper should reflect on the reading and experiences we have had in this course. You should cite (APA format) at least 3 texts we have read and indicate how they, in conjunction with other activities, have impacted your learning experience, ideas about liberal education, leadership, and citizenship. This paper must be reviewed by the Writing Center. See assignment sheet for further details. Paper due by 2pm December 13<sup>th</sup>
- ★ Participation in class (40 pts): You will be evaluated daily on your contribution to class discussion and activities. Each day is worth 1pt overall. Participation will be graded on how much you constructively contribute to class discussion/activity, not how many times you raise your hand. Remember to be respectful of instructor and classmates, and to give everyone a chance to contribute. It's about quality not quantity.

### ☞ Group

- ★ Community Project Proposal (20 pts): As a group (3-5 members), you will develop an idea about a community project and prepare a plan as to how you will address the problem. This 3-5 page proposal should include a description of the problem, background information about the issue you are addressing, what the group plans to do to address the issue, and a timeline for completion. You should also cite (APA format) at least 2 of the texts we have read to support the ideas of liberal education, leadership and citizenship as it relates to your project. See assignment sheet for further details. Paper Due: October 24<sup>th</sup>.
- ★ Group Project Participation (10 pts): You will evaluate the contribution of each of your group members for this project. See evaluation sheet for further details. Due by December 9<sup>th</sup>

### ☞ Community

- ★ Co-Curricular Activities (5 X 6 pt each = 30 pts) To be actively engaged in the University community, You will be asked to attend 5 events from the approved list of activities (1 from each category) and respond to prompts on Blackboard about each event. These responses should address what the event was, how it supplements classroom learning, and relates to liberal learning, leadership, and citizenship. See assignment sheet for further details. Due as Completed. However, all must be submitted by 5pm December 9<sup>th</sup>. NO EXCEPTIONS!
- ★ Community Project Summary and Presentation (45 pts): As a group, you will write a 5-7 page project summary report about your community project. This will include aspects of your project proposal and add in a summary of the outcomes of the project, lessons learned, comments from people involved, things to do differently, etc. You will also give a 10-15 minute presentation to the class about your project. See assignment sheet for further details. Paper Due: December 5th; Presentations: December 7<sup>th</sup>, 9<sup>th</sup>

\*\*If you are not comfortable with a service project, you may choose to opt out of this assignment and do an alternate assignment worth 75 pts instead. If you want to learn more about this, please see me to discuss this option before October 3<sup>rd</sup>.\*\*

☞ **Grading Scale:**

300-282 = A	269-261 = B+	239-231 = C+	209-201 = D+
281-270 = A-	260-252 = B	230-222 = C	200-192 = D
	251-240 = B-	221-210 = C-	191-000 = F

☞ **Support:**

You are encouraged to use the many campus resources available to you to assist with your success as a college student in this course and others.

- ★ If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 616-331-2490 as early in the semester as possible to ensure your needs are met.
- ★ The GVSU Writing Center is available to help you with the writing you do in any of your classes. Writing Center consultants, who are GVSU students, are trained to help you with all stages of your writing process. Writing Center assistance is free and appointments aren't necessary. See [www.gvsu.edu/wc](http://www.gvsu.edu/wc) for hours and location, or call 331-2922.
- ★ GVSU Libraries have many links and tutorials available on their website (<http://www.gvsu.edu/library/index>) as well as helpful staff that may be of assistance for your assignments and projects in this class and others.

**Schedule:**

<b>Week#</b>	<b>Date</b>	<b>Assignments/Readings are <u>due</u> on date listed</b>
Week 1	08/29	<b>Introductions, Syllabus Review, and Class Activity</b>
	08/31	<b>Why are you here? Why is college important?</b> <b>Read:</b> Handouts (3)– <i>The value of a college education: Why am I in college?</i> and <i>What students must know to succeed in the 21<sup>st</sup> century</i> and <i>Having a degree and being educated</i>
	09/02	<b>History &amp; Function of Higher Education</b> <b>Read:</b> from the reader, pp 81-88 <i>What is a University?</i> and pp 102-105 <i>Universities and their function</i> and Handout (1)– <i>American higher education: A brief history</i>
Week 2	09/05	<b>No Class – Labor Day Recess</b>
	09/07	<b>What is Liberal Education?</b> <b>Read:</b> from the reader, pp ix-xxi and pp 91-101 <i>The liberal arts</i> <b>Due:</b> Educational Autobiography and Plan
	09/09	<b>What is Liberal Education?</b> <b>Read:</b> from the reader, pp 135-143 <i>Only connect...the goals of liberal education</i>
Week 3	09/12	<b>What is Liberal Education</b> <b>Read:</b> from the reader, pp162-175 <i>The banking concept of education</i>
	09/14	<b>Why is Liberal Education “important”?</b> <b>Read:</b> from the reader, pp 144-161 <i>On the uses of liberal education</i>
	09/16	<b>Why is Liberal Education “important”?</b> <b>Read:</b> pp 202-212 in the reader <i>The challenge of liberal education</i> and Handout (1) <i>How knowledge was earned</i>
Week 4	09/19	<b>Why is Liberal Education “important”?</b> <b>Read:</b> Thoreau’s <i>Life without principle</i> (part 1&2) on BB

	09/21	<b>What is leadership and citizenship? Why is it “important”?</b> <b>Read:</b> TBD
	09/23	<b>Social Change Model of Leadership</b> <b>Read:</b> Handout (1) - <i>Social Change Model</i>
Week 5	09/26	<b>Leadership and Citizenship in the classics</b> <b>Read:</b> from the reader, pp 29-51 <i>The apology</i>
	09/28	<b>Leadership and Citizenship in the classics</b> <b>Read:</b> from the reader, pp 21-28 <i>The allegory of the cave</i>
	09/30	<b>Leadership and Citizenship in the classics</b> <b>Read:</b> from the reader, pp 2-7 <i>from Nicomachean ethics</i>
Week 6	10/03	<b>Service Learning</b> <b>Read:</b> Handouts (2) – <i>An overview of service learning</i> and <i>A time to serve, a time to learn.</i> Discuss Community Project Assignment and select groups
	10/05	<b>Movie:</b> The mystique of leadership
	10/07	<b>Movie:</b> The mystique of leadership
Week 7	10/10	<b>Leadership and Citizenship in the classics</b> <b>Read:</b> pp 1-42 Machiavelli’s <i>The prince</i> , in course documents on BB
	10/12	<b>Leadership and Citizenship in the classics</b> <b>Read:</b> pp 43-77 Machiavelli’s <i>The prince</i> , on BB
	10/14	<b>Leadership and Citizenship in the classics</b> <b>Read:</b> pp 78-130 Machiavelli’s <i>The prince</i> , on BB
Week 8	10/17	<b>Service Learning and Citizenship</b> <b>Read:</b> Handouts (2) – <i>Community service work</i> and <i>Reprise: Walking each other home</i>
	10/19	<b>Service Learning and Citizenship</b> <b>Read:</b> Handout (1) – <i>Experience and thinking</i> Guest Speaker TBD
	10/21	<b>Service Learning and Citizenship</b> Small Group Work to finish project proposals, due Monday
Week 9	10/24	<b>Service Learning and Citizenship</b> Small Group Work to finish project proposals, due TODAY <b>Due:</b> Community Project Proposal due by 5pm via email or dropped off at 289C DEV
	10/26	<b>The Soul of a Citizen</b> <b>Read:</b> <i>Soul of a citizen</i> pp 1-75
	10/28	<b>Read:</b> <i>Soul of a citizen</i> pp 76-97
Week 10	10/31	<b>Read:</b> <i>Soul of a citizen</i> pp 98-148
	11/02	<b>Read:</b> <i>Soul of a citizen</i> pp 149-184
	11/04	<b>Read:</b> <i>Soul of a citizen</i> pp 185-213
Week 11	11/07	<b>Read:</b> <i>Soul of a citizen</i> pp 214-242
	11/09	<b>Read:</b> <i>Soul of a citizen</i> pp 243-281
	11/11	<b>Read:</b> <i>Soul of a citizen</i> pp 282-309
Week 12	11/14	<b>Read:</b> <i>Soul of a citizen</i> pp 310-349
	11/16	<b>Understanding Others, Understanding Power</b> <b>Read:</b> Handout (1) – <i>Whiteness: The power of privilege</i>
	11/18	<b>Understanding Others, Understanding Power</b> <b>Read:</b> from the reader, pp 256-273 <i>On the uses of liberal education</i>

Week 13	11/21	<b>Understanding Others, Understanding Power</b> <b>Read:</b> from the reader, pp 62-67 from <i>The second twenty years at Hull house</i> and pp 177-182 <i>The stolen party</i>
	11/23	<b>No Classes – Thanksgiving Break</b>
	11/25	<b>No Classes – Thanksgiving Break</b>
Week 14	11/28	<b>The Power of One: M. K. Gandhi</b> <b>Read:</b> Handout (1) – <i>The transformation</i>
	11/30	<b>The Power of One: Martin Luther King, Jr.</b> <b>Read:</b> from the reader, pp 183-201 <i>The world house</i> and Handout (1) <i>I have a dream</i>
	12/02	<b>The Power of One: Maya Angelou</b> <b>Read:</b> <i>The million man march poem</i>
Week 15	12/05	<b>The Power of One: Oskar Schindler and Paul Rusesabagina</b> <b>Read:</b> TBD <b>Due:</b> Community Project Group Summary Paper
	12/07	<b>Due:</b> Group Project Presentations
	12/09	<b>Due:</b> Group Project Presentations and Semester Wrap up
Week 16	12/13	<b>No Class - Final Exam Period 12pm-2pm</b> <b>Due:</b> Final Reflective Paper by <u>2pm</u> via email (MS Word format only) to <a href="mailto:mccaulj@gvsu.edu">mccaulj@gvsu.edu</a> or printed version dropped off at 289C DEV. Good Luck on your exams!

\*\*Note: This schedule is subject to change. Advance notice will be given in class if an assignment or date changes.

## Important GVSU Dates to Remember

- ☞ Classes Begin August 29
- ☞ Last Day to Add, Register, or Pay September 2, 5:00 p.m.
- ☞ 100% Tuition Refund Deadline September 2, 5:00 p.m.
- ☞ Labor Day Recess September 4 - 6
- ☞ 75% Tuition Refund Deadline September 23, 5:00 p.m.
- ☞ Mid-term Evaluations October 10-15
- ☞ Drop Deadline - grade "W" October 21, 5:00 p.m.
- ☞ Thanksgiving Recess November 23-27
- ☞ Classes End December 10
- ☞ Commencement December 10
- ☞ Examinations December 12-17
- ☞ Semester Ends December 17
- ☞ Grade Reports to Students December 22