

ABILENE CHRISTIAN UNIVERSITY
UNIVERSITY CORE
THE HUMAN PERSON AND IDENTITY
CORE 120.02 - FALL 2011
MWF 1:00 - 1:50 PM - MBB 201

PROFESSOR: Dr. Kelly Elliott
OFFICE HOURS: MWF 8:30-9:00
Noon-1:00, 2:00-3:00

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OFFICE HOURS: MWF 10-11 a.m.; 1-2 p.m.
TR 1-2 p.m.

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COURSE DESCRIPTION AND PREREQUISITE

Prerequisite: CORE 110: Cornerstone. This course is intended for first or second-year college students who are continuing their Core Curriculum requirements. The purpose of this course is to engage students in thinking critically, missionally, and globally about the ideas that shape human understandings of the self. Students will be exposed to various historical ideas about the self, consider the differences between human persons and the rest of creation, examine exterior forces that constrain the self, and create a statement of personal identity. This will be done through in-class presentations, mentored class discussion, and personal and collaborative writing to reflect on how individually and as a culture we have come to understand ourselves and how we might change our understanding now and in the future.

ACU MISSION STATEMENT

To educate students for Christian service and leadership throughout the world.

GENERAL EDUCATION CORE MISSION

To introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

COURSE MISSION

To equip students with frameworks through which to address issues of identity and the self.

REQUIRED TEXTS

- Suzanne Collins, *The Hunger Games*, 2008.
- Assigned readings and media will be posted on Blackboard throughout the semester. It is recommended that students print these materials, or at least have them available on their laptops, for in-class discussion, incorporation into papers, and for review before exams.

COURSE OBJECTIVES, COMPETENCIES, AND MEASUREMENTS

COURSE OBJECTIVES

Upon completion of the course, students should be able to:

1. Demonstrate a critical awareness of social location.
2. Articulate a critical assessment of various views of the self.
3. Explore the ethical and moral implications of living an integrated, Christ-centered life of faith through informed judgments, reasoning, and evaluations.
4. Describe various manifestations of empathy.
5. Utilize a multidisciplinary approach to analyzing the self in a variety of locations such as historical context, philosophical milieu, aesthetic situation, and theological framework.
6. Articulate how a personal theology, or a view of the self in relation to God, can inform practical decisions such as career path.

COURSE COMPETENCIES AND MEASUREMENTS

Competency		Measurement Instrument	Measurement Standard
1	Demonstrate a critical awareness of social location.	Class Discussion	1a. Participation will be reviewed by professors and measured in terms of how well students support their ideas with specific evidence and how well they respond to and incorporate criticism by peers and instructors.
		Social Location Essay	1b. Students will write a short reaction paper after engaging a prompt chosen by the professor. Professors will assess papers based on the thoughtful engagement of the topic, including the thoroughness of personal context provided and the effective use of insights from class discussions and readings.
2	Articulate a critical assessment of various views of the self.	Final Exam	2a. Students will respond to a case scenario in a written format, which integrates materials covered in class, and a reflection of the student's holistic view of empathy with appropriate specificity for the prompt, and inclusion of appropriate detail. See 4b and 5c.

Lauren Lemley 7/12/11 4:26 PM

Comment [1]: I've heard a few times that having these charts to show how we are measuring each competency is important...but I haven't gotten in trouble for not having them either. This was ours from CORE in the spring that would be fairly easy to go back and modify. Do you think we need to do this, or just delete it?

Kelly Elliott 7/14/11 11:23 AM

Comment [2]: Keep it. The Adams Center people like it, and we can easily modify it to fit our plans at our next meeting. (e.g., take out Empathy, right?)

3	Explore the ethical and moral implications of living an integrated, Christ-centered life of faith through informed judgments, reasoning, and evaluations.	Class Discussion	See 1a.
		Blog Entries	3b. Participation by students in discussion blogs will be reviewed by peers and/or professors for personal application of class material in thoughtful analyses of the self. Creative use of and responses to elements such as literature, images, or video clips that relate to the self will also be assessed.
		Social Location Essay	See 1b.
4	Describe various manifestations of empathy.	Blog Entries	See 3b.
		Service Learning Essay	4b. Professors will assess papers based on the thoughtful engagement of the topic, including the student's reflection on their volunteer work and effective use of insights from class discussions.
5	Utilize a multidisciplinary approach to analyzing the self in a variety of locations such as historical context, philosophical milieu, aesthetic situation, and theological framework.	Class Discussion	See 1a.
		Blog Entries	See 3b.
		Analytic Project	5c. Students will work in groups to create a multi-media project assessing their culture. Professors will assess projects based on the comprehensive engagement of the topic, including proper citation of materials, scope and depth of analysis, and concision and persuasiveness of the argument.
		Final Exam	See 2a.

COURSE POLICIES

ATTENDANCE AND LATE WORK

Students are expected to attend each class period. Upon missing 20% of the course (9 absences in a MWF class), the student will be dropped from the class with the grade of an F. For any absence, you will be expected to be prepared for the next class. Three tardies will constitute one absence.

If you miss a class, you are responsible for the material covered and any assignments made. Ignorance of an assignment will not excuse late work. Tests and in-class assignments may be made up for documented excused absences. Late assignments/projects will receive a five percent deduction per school day for each day they are late. Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professors' discretion. Should you become ill or having mitigating circumstances arise that impact your performance, please contact your professors immediately so that they can help you.

In-class discussion is a major component of this course. *Be advised that sitting in class, but*

failing to engage with and participate in class discussion and activities (e.g. working on homework for other courses, sleeping, or texting rather than taking notes and participating in class activities) will be considered as the equivalent of not attending class. Please be aware that this element of your class attendance is based on our observation of your performance throughout the semester.

WHAT WE EXPECT OF YOU

Students should come to class on time, prepared, and ready to think through the full class period. Do not start packing up before the period ends. Read assigned texts before you get to class. Be ready to ask questions and participate in discussion. Apply yourself thoughtfully to your assignments, and turn them in on time. If you are engaged with the material, you will get more out of the class.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professors, and the course material.

WHAT YOU MAY EXPECT OF US

We will come to class prepared to make the coursework as clear and as interesting as we can. We will start class on time and let you out on time. We will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, we will always be available to assist you in any way that we can. Email is the best way to reach us. We are always glad to meet with you during office hours or by appointment.

COOPERATION WITH THE AMERICANS WITH DISABILITIES ACT (ADA)

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

ACADEMIC DISHONESTY

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. These include, but are not limited to: turning in any assignment written, wholly or in part, by someone else; failing to properly acknowledge the scholarly contributions of others with quotation marks and correct citation; cheating on exams by using electronic devices; cheat sheets; looking on someone else's paper; and working with others when individual work has been specified. **Violation of this policy will result in a grade of 0 on the assignment, and record of the violation will go in the student's personal file.** If a student commits his/her second integrity violation (in this class or others), the penalty will be more severe, up to automatic failure of the course. While the university enforces the Policy, the most powerful

motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives.

Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office website: <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

GRADING

YOUR FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F

BREAKDOWN OF COURSE GRADE:

Daily Work (Reading Responses, Blog Entries, Quizzes, Application Activities, Peer Editing, Discussion, etc.) - 30%

Term Paper Proposal (Including Discussion of Social Location) - 10%

Term Paper Drafts and Bibliographies - 10%

Scholarly Term Paper - 30%

Mid-Term Debate - 10%

Final Exam - 10%

DAILY WORK (30%)

Completing reading assignments is vital in this course. Our goal is to create an interactive and engaging classroom environment, and we expect that you will come to class each day ready to discuss your reading assignment. Each week, students will receive a grade based on their response to that week's primary source reading, either in the form of a quiz, blog entry, peer-editing assignment, or a response to be turned in in class.

TERM PAPER PROPOSAL (10%) - DUE SEPTEMBER 19

This 3-5 page paper will serve as a written proposal for the topic you would like to write about for your term paper, as well as a discussion of how your social location impacts your identity. You should select one of the general topics listed on page 6, identify a specific topic for your paper that fits within that category, and locate a minimum of two scholarly sources to support and extend your ideas in this first assignment. Think of this paper as an argument for why this topic is important enough for you to research, consider, and write about for a whole semester. We want your paper topic to be of personal interest and importance to you; therefore, this paper should highlight the ways in which your social location has impacted the specific aspect of your identity you have selected. This assignment will be graded based on your evidence of understanding social location, depth of insight in self-reflection, proper use of grammar and scholarly source material, and clarity of writing.

TERM PAPER DRAFTS AND BIBLIOGRAPHIES (10%) - DUE OCTOBER 19 AND NOVEMBER 18

To ensure that you are making progress on your term paper throughout the semester and offer

you opportunities to edit and improve your paper drafts, we will have two in-class writing workshops. Prior to each of these workshops, you will be required to turn in drafts of your paper and bibliography to members of a peer editing group and the professors. On the day of these workshops, you should come to class with your peer editing work completed and be ready to participate in the workshop process. More information about the specific requirements for each draft will be provided in class.

SCHOLARLY TERM PAPER (30%) – HARD COPY DUE BY 1:00 PM, DECEMBER 2

For this major assignment, students will write 10-15 pages on a topic that falls within one of the following categories:

1. **Contemporary Cultural Influences on Identity** - Paper topics could include issues such as the influence of social media (e.g. Facebook, Twitter, YouTube), reality TV, marketing practices, music, consumer culture, etc. on human identity.
2. **Family Influence on Personal Identity** - Paper topics could focus on issues such as marriage and family therapy, nature v. nurture, how our parents' ways of doing things affect our decisions as adults, likelihood of agreement in political views between children and parents, Freud, topics related to family psychology, etc.
3. **The Place of the Self in the Nation** - Paper topics could include the discussion of questions such as: how should Christians view nationalism; can Christians participate in government; or how should faith influence voting decisions.
4. **Regional Identity's Influence on the Self** - Papers could address questions such as: the Texan: what does she look like and why does she exist; to what extent are personal choices about appearance, education, politics constrained by Texan identity; or how does the "cowboy" stereotype impact culture and identity in Texas? How do Southern culture and religion affect gender roles, or views of race? How do students from the broader U.S. perceive Texan identity at ACU?
5. **Gender Roles and the Formation of Personal Identity** - Paper topics could focus on issues such as how definitions of masculinity or femininity affect behaviors, how an individual's choice of major impacts gender identity, perceived gender roles in contemporary churches, how parents' gendered behavior informs children's decisions about marriage and career, etc.
6. **Sexual Identity** - Papers could address issues such as the constraints placed on sexual identity on Christian college campuses, family influence on sexual identity and behavior, or the relationship between sexuality and religious faith.
7. **The Self in the Natural World (Biology and Environment)** - Paper topics could include evolution and the self, the formation of a personal conservation ethic, what a "green" Christianity might look like, the effects of heredity on individual identity, the relationship between an "imago dei" view of humanity and respect for all life on earth.

Your completed paper must incorporate information from at least six scholarly sources (e.g. journal articles, monographs) and three primary sources (which may include course readings). The paper should also engage with Christian scripture in order to suggest a theological perspective on this aspect of identity.

MID-TERM DEBATE (10%) - OCTOBER 3-7

During the week of October 3-7, the class will be divided up to debate a current topic with national and/or international relevance. In-class and homework assignments during this week will focus on preparation for and participation in the debate. This assignment will ask you to use a combination of course material, outside sources, and critical thinking to advocate for your team's position. More information will be provided in class as we approach the week of the debate. The midterm grade will be determined by the individual student's participation in preparation and research, ability to work effectively with the group, level of engagement in the debate itself, and depth of critical thinking.

FINAL EXAM (10%) - DECEMBER 15

Your final exam will be made up of a series of short answer identification/explanation questions. These questions will require you to relate selected theories of human nature to a text or media clip. The exam will be graded based on your correct understanding of the selected theories, and your ability to apply them insightfully to the media.

COURSE SCHEDULE

DATE		CLASS DISCUSSION	READING DUE	ASSIGNMENT DUE
M	August 29th	The Liberal Arts/Postmodernity		
W	August 31st	Reading Primary Sources		
F	September 2nd	Scholarly Research		
M	September 5th	Confucianism		
W	September 7th		Selections from "The Analects"	
F	September 9th	Social Location	Hunger Games and Huffington Post Article	
M	September 12th	Hinduism and Buddhism		
W	September 14th		Selections from the Hindu "Shastras"	
F	September 16th			
M	September 19th	Plato		Term Paper Proposals Due
W	September 21st		Plato, "Allegory of the Cave"	
F	September 23rd	Term Paper Workshop Day #1		Peer Editing Due
M	September 26th	Judaism and Islam		
W	September 28th			
F	September 30th	National Identity	C.S. Lewis, "Love of Country"	
M	October 3rd	MID-TERM DEBATE		
W	October 5th			
F	October 7th			
M	October 10th	Medieval Christianity		
W	October 12th		Selection from "Life of Teresa of Jesus"	
F	October 14th			
M	October 17th	Puritans and Foundations of American Identity		
W	October 19th		Winthrop, "City on a Hill" and Danforth, "Errand Into the Wilderness"	Term Paper Draft #1 and Bibliography #1 Due
F	October 21st		- 7 - FALL BREAK	
M	October 24th	Term Paper Workshop Day #2		Peer Editing Due
W	October 26th	Enlightenment		
F	October 28th		Kant, "What Is Enlightenment" and "Declaration of Independence"	
M	October 31st	Marx		
W	November 2nd			
F	November 4th			

DATE		CLASS DISCUSSION	READING DUE	ASSIGNMENT DUE
M	November 7th	Darwin		
W	November 9th	Eugenics		
F	November 11th	Media and Identity	Postman, "TV News as Vaudeville"	
M	November 14th	Psychological Perspectives		
W	November 16th		Bandura and Maslow	
F	November 18th			Term Paper Draft #2 and Bibliography #2 Due
M	November 21st	Term Paper Workshop Day #3		Peer Editing Due
W	November 23rd	THANKSGIVING BREAK		
F	November 25th			
M	November 28th	Christian Identity		
W	November 30th			
F	December 2nd			Term Papers Due
M	December 5th	Christian Identity and Vocation		
W	December 7th			
F	December 9th			
R	December 15th	FINAL EXAM 8-9:45 AM		