How do we know our own story? Which stories are ours to tell? How do we make sense of different views of the same events? To understand these questions and explore possible answers, we’ll start the semester with 5 weeks considering the philosophy of knowing. The seminar will engage students in the exploration of different ways of knowing - and their purposes, values, and limitations - in the arts and humanities. The seminar considers what counts as knowledge, and by whom; the methods employed to gain or affirm knowledge; the values attributed to knowledge; and the ethical and aesthetic implications of what one gains and does with the acquisition of knowledge. Understanding how we come to know will help us consider how we come to tell our own stories and the stories of those around us. To understand how others have grappled with these issues, we’ll delve into non-fiction graphic novels, both memoirs and histories. We’ll consider how visuals and text function together to tell true stories and whose truth they represent. We’ll also consider whose truth they leave out and the implications of those choices. During the semester students will not only critically analyze these texts, but they will also craft non-fiction works of their own that will combine language and visuals. Writing our own stories will bring new awareness to the limitations of our knowledge and the value of questioning our interpretations.

COURSE LEARNING OBJECTIVES

After completing this course, a successful student will be able to:

- Analyze how the arts and humanities enhance and express ways of knowing.
- Apply and integrate ways of knowing in the arts and humanities to contemporary issues and topics.
- Creatively engage and integrate the arts and humanities to express one’s own understanding and experience.
- Explore and appreciate how knowledge is produced, constructed, expressed, and contested among different disciplines in the sciences and humanities.
Reflect on the limits of knowing, how knowledge changes, and the social, historical, political, and cultural influences that shape ways of knowing as expressed in the arts and humanities.

Articulate the value and purpose of ways of knowing in and through the arts and humanities.

Describe issues of ownership, identity, and power as they relate to the processes of knowledge production in and across the arts and humanities.

Critically assess interdisciplinary connections and interdependent overlaps between ways of knowing in the arts and humanities and the natural and social sciences.

REQUIRED TEXTS:
Allison Bechdel *Fun Home*
Rutu Modan *The Property*
Marjane Satrapi *Chicken with Plums*
Marcelino Truong *Such a Lovely Little War: Saigon 1961-1963*
And texts on Canvas

EVALUATION SYSTEM

The requirements that will be used to evaluate student learning are:

**Class Participation (20%)**

Class participation will be assessed based on completion of daily homework assignments, in-class activities, and participation in class discussions.

*Attendance does not equate to participation!* If you attend every class but do not actively participate you will not receive the maximum participation points for the course. Any absences must have prior approval by the instructor; unexcused absences receive 0 points for that period. In class discussion participation is graded according to the criteria in the Participation Rubric (appended) over seven 2-week intervals (Weeks 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, and 13-14).

This assignment addresses the University Honors Program competencies of critical thinking and professionalism, interpersonal skills, & emotional intelligence.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>0</td>
<td>Absent.</td>
</tr>
<tr>
<td>1</td>
<td>Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion but contributes to a moderate degree when called on. Demonstrates sporadic involvement.</td>
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<tr>
<td>3</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through the implications of them. Offers interpretations and analysis of case material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches to take the class further. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtful to other student’s comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches appropriate, etc. Demonstrates ongoing very active involvement.</td>
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Discussion assignments (10%)
To extend our conversations, after class, you’ll be required to post a reflection on the discussion with some of your own analysis (250–400 words). Then, you’ll respond to your classmate’s reflections (100–200 words). Simple agree/disagree statements aren’t as valuable to the conversation as responses that build on what someone else has said by adding something new to the conversation.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and professionalism, interpersonal skills, & emotional intelligence.

Writing Projects 4–5 pages (30%)
a. The first writing project will require you to use the readings for the first 5 weeks to reconsider how you have come to understand something as truth. The goal here is not to necessarily change your mind on the truth you’re exploring (although that is certainly an option), but to understand how you came to know that truth.
b. The second writing project will use the theory from the first part of the semester to analyze a graphic memoir of your choice. This close reading will analyze how the memoir engages and demonstrates ways of knowing.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and interdisciplinary learning integrated with global &/or cultural viewpoints.

Oral Presentation 7–8 minutes (15%)
This assignment will require you to tell a creative non-fiction story with visuals about yourself or your family. Using the frameworks we’ve discussed from reading graphic memoirs and theories of knowing, you’ll consider how to use doubt and empathy in telling these stories. The visuals may be family photos, images of documents, or other visual artifacts that help you and your classmates understand your story.

Peer Evaluation: Each student is evaluated by two other students. I will randomly assign students to evaluate. You are to complete the grading rubric provided by the due date. The scores from the peer reviews will be included in the oral presentation grade.

This assignment addresses the University Honors Program competencies of critical thinking; interdisciplinary learning integrated with global &/or cultural viewpoints; and professionalism, interpersonal skills, & emotional intelligence.

Analytical Research Paper 8–10 pages plus bibliography (25% of grade).
For your final paper, you’ll choose a graphic non-fiction text that tells the story of a historical moment. A list of options will be provided, but you are welcome to propose your own. After reading the graphic novel, you’ll engage in scholarly research surrounding the history of the time period and write an analytical piece on how the novel reflects the past and what truths it promotes, what it leaves out, and how you make sense of the choices being made.

This assignment addresses the University Honors Program competencies of critical thinking and interdisciplinary learning integrated with global &/or cultural viewpoints.

**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Discussion assignments (10)</td>
<td>10%</td>
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<tr>
<td>Writing projects (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Analytical research paper (1)</td>
<td>25%</td>
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<tr>
<td>Oral Communication (1)</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Incomplete
The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

Late Assignments Policy
You are responsible for knowing what assignments are due, when they are due, what assignments you may have missed, and what in-class handouts you need to obtain. Due dates are at the top of your assignment sheets and on the course website.

Due dates are not “optional,” nor are they “suggestions.” They are real; respect them. Problems with technology are no excuse for late assignments; you should buffer in time for computer malfunctions. Also, save your work in multiple places to alleviate the stress of computer failure.

Because this is a fast-paced class, I do not accept late work. However, I do occasionally grant extensions. To use this option, you must email the day before the assignment is due and (1) let me know why you need the extension, (2) how much you have completed, and (3) what date you propose for the new deadline. I will evaluate your request and let you know if it is acceptable or not. Just because you request an extension does not mean you will be granted one. I do not offer extensions on process work or in-class workshops.

Assignments formatted improperly (handwritten instead of typed, typed but unstapled, printed out instead of submitted to Canvas or vice versa) will not be accepted.

Resources
If at any time you feel lost or overwhelmed in the course try one of these resources:

Come talk to me in Eddy 324. I am here to help and have office hours available weekly (and am happy to arrange another meeting time if my office hours don't work for your schedule). The earlier you come talk to me the sooner we can work to help resolve any issues that you may be experiencing.

The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: http://writing.colostate.edu/.

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

Talk to a Librarian. This is especially important when working on research for any writing or project. Librarians can help you find journal articles, books, or other sources that can often seem hard to find.

Absence Policy
When an absence is unavoidable, remember that you are responsible for whatever went on in class—use your classmates and the course website as resources. The answer to the question, “Did I miss anything in class?” will ALWAYS be “yes.” Absence does not excuse you from turning in an assignment. If you are ill or unable to attend class, you must contact the instructor in advance. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates and write it below.
Technology

Technology should be used to help you succeed in your education rather than being a distraction to it. I have no problem with you using technology to help you take notes, look up useful information, or to access the course readings (cell phones aren't really effective for accessing the course readings as they often don't allow you to highlight and make notes the way a tablet or laptop will). While I encourage the use of technology in the classroom, I and many of your classmates are distracted by the inappropriate use of this technology: texting friends, using social media, playing games, etc. Please use technology only to positively contribute to the class community. If I notice a problem with how tech is being used in our class, I might give you a warning or your participation grade may be affected.

Email

Email is a great resource for communicating, and I am always happy to speak with you both in and outside of the classroom. With this in mind, always remember that when you email me you are emailing a professor – or more specifically, an English professor whose job it is to read critically and help you learn appropriate forms of professional communication. When sending an email, always employ an opening salutation (to show you are contacting the correct person) and conclude with a closing (such as "Thank you" or "Sincerely") with your full name (as many emails aren't easily connected to a first and last name). It's also really helpful to identify your course section number. Remember to be polite, always use spell check, and write in complete sentences (no text abbreviations or ALL CAPS).

As a demonstration of consideration of all our time, always check the syllabus, Canvas, and assignment sheet first before sending an email with a question that can be answered by a more careful reading of the course materials. If your query can be answered in one of these sources I will likely not respond or simply send a “See Course Documents” reply. Please don't think this means I don't want to talk with you, it's simply a time saving measure and quick reminder.

Finally, I use Canvas to send emails to you, your assigned groups, and the entire class. To make this tool work effectively, you need to be sure that Canvas is directing your messages to your most used email address. Likewise, it's often easiest for students to email me through Canvas (I can't tell you how many people misspell my last name and my email seems to not get along with Yahoo accounts, treating them as spam).

Accommodations for disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

Academic and Professional Honesty Policy

This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog (Page 7) and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: http://learning.colostate.edu/integrity/.
It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

**Reporting student disclosures of interpersonal violence**

CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

**Competencies for Honors Students Exercise (“PICC” feedback)**

The CSU University Honors Program has identified four general competencies that should be incorporated in each Honors seminar. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process.

**First**, students complete a self-evaluation of these skills at the beginning of the semester. Honors competencies self-assessment: Honors seminars are intended to assist student competencies in critical thinking: creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit.

Instructions for completing the student self-evaluation using online PICC form:

1. Click this link, or go to honors.colostate.edu/picc in your web browser.
2. Log in with your eName and password.
3. Click on the blue “Create New” button at the top of the page to bring up the PICC Entry Form.
4. At the top of this new page is a link to the full PICC rubric, which you should review before completing the form.
5. The Assessment Type, Student, and Semester fields should be filled in for you.
6. Choose your instructor from the drop down menu.
7. Choose the course for which you are filling out this evaluation from the drop down menu.
8. Choose the level (B, D, P, and M, for basic, developing, proficient, and mature, respectively) for each of the four skill categories. Note that comments justifying why you chose this level are required.
9. If you have any general comments, add them to the general comments field. This field is optional.
10. Once you have checked to ensure the form is correct, click the ‘Submit’ button. All done!

If you have any questions or technical problems, email Honors Tech Support at honorstechsupport@colostate.edu

**Second**, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions.
<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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</table>
| 1. Professionalism, interpersonal skills, & emotional intelligence: Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | - Class participation & conduct  
- Discussion question assignments  
- Formal speech |
| 2. Interdisciplinary learning integrated with global &/or cultural viewpoints: Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. | - Class discussions  
- Discussion question assignments  
- Writing projects  
- Final research paper  
- Formal speech |
| 3. Critical thinking: Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. | - Class discussions  
- Discussion question assignments  
- Writing projects  
- Final research paper  
- Formal speech |
| 4. Creativity & problem solving: Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy | - Class discussions  
- Discussion question assignments  
- Writing projects  
- Final research paper  
- Formal speech |

**COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS**

**Week 1: What is Knowing?**
Wallace Stevens, “Thirteen Ways of Looking at a Blackbird”
Thomas Nagel, “What is it Like to be a Bat?”
Gerry Callahan, “Chimera”

**Week 2: How Do We Know and What Are the Challenges of Knowing?**
Discussion assignment 1 due
*Words that Change the World* – Radiolab Presentation (http://www.radiolab.org/story/91728-words-that-change-the-world/)
Kathryn Schulz, *On Being Wrong*, TED Talk
(https://www.ted.com/talks/kathryn_schulz_on_being_wrong?language=en)

**Week 3: What Do We Know and How Is It Expressed?**
Discussion assignment 2 due
Karl Popper and Imre Lakatos on scientific knowing
Choose one: Emily Martin, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles”; Emily Martin, “Visions of the Immune System” from Flexible Bodies; or Susan Sontag, Illness as Metaphor excerpt.
The Speaker's Handbook "Development" (187-307)

**Week 4: Who Owns Ways of Knowing?**
Discussion assignment 3 due
Eli Clare, Exile and Stones excerpt.
Optional: Michael Foucault, “Two Lectures” from Power/Knowledge
PICC self-assessment due

**Week 5: What are the Purposes of Knowing?**
Discussion assignment 4 due
Richard Feynman, “The Value of Science”
Martha Nussbaum, Not for Profit, Chapter II
Ray Bradbury, “The Flying Machine”
A Pocket Style Manual "Clarity" (1-18)

**Week 6: How do we know our own story?**
First Writing Project due
Allison Bechdel Fun Home
Rachel Cooke "Fun Home creator Alison Bechdel on turning a tragic childhood into a hit musical"
In class we'll learn about elements of style and meaning in graphic novels

**Week 7: How do we know our family's story?**
Discussion assignment 5 due
Allison Bechdel Fun Home
Jennifer Lemberg "Closing the Gap in Alison Bechdel’s Fun Home"
The Speaker's Handbook "Preparation" (60-98)

**Week 8: How do we know our family's story?**
Discussion assignment 6 due
Rutu Modan The Property
The Speaker's Handbook "Presentation Aids" (350-366)

**Week 9: Whose stories do we get to tell?**
Speech draft due and workshop
Marjane Satrapi Chicken with Plums
Hillary Chute "The Texture of Retracing in Marjane Satrapi’s Persepolis"

**Week 10-11: Oral communication assignment**

**Week 12: How do we know history?**
Second writing project due
Marcelino Truong Such a Lovely Little War: Saigon 1961-1963

**Weeks 13: How do we know history?**
Discussion assignment 7 due
Marcelino Truong *Such a Lovely Little War: Saigon 1961-1963*
Excerpts from Christopher Renny *The Viet Nam War/the American war: images and representations in Euro-American and Vietnamese exile narratives* (available online via CSU Library)

**Week 14: Research**
Discussion assignment 8 due
The Speaker's Handbook "Research" (99-118)
A Pocket Style Manual "Research" (87-103) and "MLA Papers" (104-162)

**Week 15: Conclusion and wrap up**
Anne Lamott "Shitty First Drafts"
Richard Straub "Responding – Really Responding – to Other Students' Writing"
Workshop final papers

**Week 16: Final Critical Analysis and Research Writing Projects**