

## The Enduring Appeal of the Crass Outsider

### **GWU Writing Program**

UW1020, CRN 28443

Section M88

Fall Semester, 2018

MW, 8:30–9:45 a.m., Ames B104

### **Instructor:**

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Office Hours: By appointment. I'll be at the Vernon Campus on Monday and Wednesday mornings after class, and available at Foggy Bottom as needed the rest of the week.

Partner Librarian: Shira Eller



Photo by DeAgostini/Getty Images. From Zaretsky, Robert. “The Mytilenean Dialogue From 428 B.C. Explains Who Really Won the Trump-Clinton Debate/Why Hillary won, but America lost,” *Foreign Policy Magazine*, Sept. 28, 2016. <https://foreignpolicy.com/2016/09/28/the-mytilenean-dialogue-from-428-bce-explains-who-really-won-the-trump-clinton-debate/>

### Course Description

In his history of the Peloponnesian War, Thucydides recounts a debate in the Athenian Assembly over the fate of the rebellious citizens of Mytilene. The upstart politician Cleon, whom Thucydides describes as “the most violent man at Athens, and at that time by far the most powerful with the commons,” argued for the slaughter of the men and the enslavement of the women and children. A venal demagogue, Cleon warned against “giving way to the three failings most fatal to empire — pity, sentiment, and indulgence.” The playwright Aristophanes describes Cleon as a new type of political figure, a crass outsider who rose not from the landed aristocracy

but from the commercial class. Aristotle says he was “the first to shout during a speech in the Assembly [and to] use abusive language while addressing the people ...”

Sound familiar? It should. The past century is pockmarked by the swaggering, boorish upstart who commandeers the ship of state, runs it aground, and leaves wreckage in his wake. In politics, think Joseph McCarthy and George Wallace; in literature, Willie Stark and Buzz Windrip; in crime fiction and film, Sonny Corleone.

How about Donald Trump? A brash political outsider from the commercial class, Trump has been charged by critics with having shattered the norms of both politics and governance by personalizing political and policy differences in particularly nasty fashion. Google “This is not normal” and “Trump” and you’ll get about 453,000 hits in less than half a second.

But as we know from Thucydides, Aristophanes and Aristotle, the impolitic outsider is not only normal; he’s an archetype of democracy as old as the polis. As agog and aghast as many observers are over our current state of affairs, we’ve seen it all before.

How does the swaggering upstart seize and retain power? What is the source of his appeal? What ideological principles does he espouse? Does he believe anything he says? What does he achieve, build or destroy? What mark does he leave? How is he represented in the media? And why does he always seem to be a he and never a she?

To help answer these and other questions, we will read speeches, novels and plays and watch a few good movies. Assignments will include essays of varying lengths that seek to deepen our understanding of the current moment by analyzing and understanding the past. And we will learn to write clearly, coherently, persuasively and with respect for the conventions of grammar, usage and mechanics.

### **Purposes and Goals of UW 1020**

This course aims to strengthen students’ abilities to write clearly and effectively and to emphasize the importance of strong writing for success in all academic, public and professional enterprises that require critical thought and communication. This course is required of all freshmen entering the university.

To prepare students for rigorous academic writing across the range of disciplines offered at GW, the course strives to develop or extend students’ capacities for critical reading and analytic thinking; their ability to explore information resources; their grasp of rhetorical principles; their ability to frame sound questions or hypotheses; and their ability to edit and proofread carefully. The UW1020 course template is available online at <http://www.gwu.edu/~uwp/fyw/fyw-about.htm>.

The course provides practice in the processes and techniques of academic writing, drawing upon stimulating topics of current intellectual interest that will invigorate students’ writing. The course focuses on framing important questions, constructing arguments by identifying and discussing both supportive and contradictory evidence, accommodating a variety of purposes and audiences,

and using the ideas of other writers appropriately. Coursework emphasizes the value of revision for clear expression as well as mastering the rules of syntax, grammar, usage and punctuation.

This section, “The Timeless Appeal of the Crass Outsider in Politics,” will expose students to historic and contemporary material across a variety of media, from primary-source historical texts to modern and contemporary political speeches, literature and film, and will provide opportunities to analyze, research, discuss and write about them. The topic is timely given current political events and circumstances, and it’s especially relevant to citizens of a democracy and residents of the nation’s capital. You’re here in Washington, D.C., so what we’ll be working on is happening in your own neighborhood. Students will be required to keep abreast of current political events, which we will discuss and analyze in the context of our historical readings.

### **Objectives**

In order to prepare students for rigorous academic writing across the range of disciplines offered at GW, the course strives to develop or extend the following skills:

1. Capacity for critical reading and for analytic thinking that examines assumptions and evidence, in both scholarly texts and informed public commentary.
2. Ability to explore information resources, through both the traditional library and emerging technological sources, to use them effectively and to cite them correctly.
3. A functional grasp of rhetorical principles. This includes the purpose or genre of each piece of writing; the expectations of various audiences; and the use of formats, evidence, tones, lengths and levels of formality appropriate to a range of contexts.
4. Practice in framing sound questions or hypotheses; analyzing and synthesizing information that can be brought to bear on the question; preparing and repeatedly revising drafts to achieve clarity and coherence of argument; and citing others’ work with integrity.
5. The habit and discipline of careful editing and proofreading to ensure that final drafts are essentially free of errors in grammar, syntax, usage, paragraphing, punctuation and spelling.

### **Requirements**

Every UW1020 course requires students to submit 25 to 30 double-spaced pages, or their equivalent, of finished writing. Finished writing is developed in a rigorous composition process consisting of pre-draft preparation such as outlines, drafts and revised versions of your essays based on instructor and classmate feedback and, of course, on your own developing understanding of your material.

Each student will complete at least three writing assignments of increasing complexity. Papers will be based on assigned texts and often on additional reading. The final paper will require significant library research, with support from our librarian partner, Shira Eller. Class attendance

is required, with limited excused absences. Class participation is essential to performance and affects the final grade.

There will be quizzes, both announced and unannounced, but there will not be a midterm or final exam.

### **Research Component**

Each section of UW1020 is assigned a librarian from the Gelman Library System. Librarians help students develop core information literacy skills, improving their ability to locate, evaluate and use information. Our librarian partner will conduct two of our classes in the Gelman Library. She also will be available to meet with students individually and in small-group settings to provide guidance as students work through their research projects.

### **Credit Hours**

4 credits. Per federal and university guidelines, over 14 weeks students will spend 3 credit hours per week in class (150 minutes), with an additional 1 credit hour (50 minutes) spent either in class or with a hybrid equivalent (online or other guided instruction): 56 hours for the semester. Homework and other out-of-class work is estimated at an average of 400 minutes per week (112 hours over the course of the semester).

### **Grading**

A grade of C- or above in UW1020 indicates that the student is prepared to write solid academic essays in later upper-division, writing-intensive courses. Students must pass UW1020 with a grade of C- or above in order to receive credit for the course. If a UW1020 student is not prepared for the next level of university writing, the instructor will award the student a grade of R (for Repeat). The R grade is reserved for students who work hard in the course, complete the main course assignments, but will still benefit from additional UW1020 writing instruction. The student will not receive credit for the course; however, the R will not factor into the student's GPA. Students who do not complete the course materials, who are consistently absent from class, or who violate other expectations of academic behavior, will be awarded an F.

### ***Grading Breakdown***

- Final drafts of first three essays: 30 points each. Failure to hand in a first draft will result in a 15-point reduction on the assignment.
- Final essay: 55 points. Failure to hand it a draft will result in a 0 for the assignment
- Final essay annotated bibliography: 15 points.
- Quizzes and Class Assignments: 5 points each
- Class participation, including discussion, current events assignments, peer reviews: 21 points

Total possible for semester: 200 points

Final grades are determined on the following scale:

- A (186 – 200 points)
- A- (180 – 185)
- B+ (174 – 179)
- B (166 – 173)
- B- (160 – 165)
- C+ (154 – 159)
- C (146 – 153)
- C- (140 – 145)
- D+ (134 – 139)
- D (126 – 133)
- D- (120 – 125)
- F (0 – 119)

### **Late Work**

As a general rule, late work is not acceptable and will be docked one letter grade for each calendar day after the due date. If you are going to be late on an assignment because of an unavoidable situation, let me know before the assignment is due. Otherwise, I expect all papers to be submitted at the start of the class period (8:30 a.m.) on the due date. This applies to final versions of papers; drafts of papers will not be accepted late, and late/missing drafts will result in a 15-point (50 percent) reduction in the final grade on the assignment assuming a final draft is submitted.

### **The 'R' Grade**

Students must pass UW1020 with a grade of C- or above to receive credit for the course. A grade of C- or above in UW1020 indicates that the student is prepared to write in upper-division, writing-intensive courses. If a UW1020 student is not prepared for the next level of university writing, the instructor will assign the student a grade of R (for Repeat). The R grade is reserved for students who work hard in the course and complete the main course assignments but will still benefit from additional UW1020 writing instruction. The student will not receive credit for the course. However, the R will not factor into the student's GPA. Students who do not complete the course requirements, who are consistently absent from class or who violate other expectations of academic behavior will receive an F.

### **Attendance Policy**

Class attendance is required, with limited excused absences, and class participation is essential to performance and will affect your final grade. I will be taking attendance. Three unexcused absences will result in the loss of half a letter grade. Four unexcused absences will result in loss of a full letter grade.

## Readings and Video Resources

The readings and assignments are subject to change but will include the following, along with related articles, book excerpts, speeches, movie scenes, and video and audio clips:

- Thucydides. “The Mytilenean Debate.” *History of the Peloponnesian War*, Book Translated by Rex Warner, Penguin Books, Revised. London, 1972 (Book III, 212– 223). Handout retrieved from *thelatinlibrary.com*, [www.thelatinlibrary.com/imperialism/readings/thucydides6.html](http://www.thelatinlibrary.com/imperialism/readings/thucydides6.html). Accessed Aug. 21, 2018.
- “Mytilenean Debate” dramatization. *YouTube*, uploaded by Educari Unlimited, March 31, 2015, [www.youtube.com/watch?v=N\\_k8SaH\\_D\\_c&t=183s](http://www.youtube.com/watch?v=N_k8SaH_D_c&t=183s). Accessed Aug. 23, 2018.
- “Donald Trump pledges to change laws on torture to better counter the brutality of ISIS.” C-SPAN, March 5, 2016, West Palm Beach, Fla. Uploaded by David Guilbault, March 5, 2016, <https://www.c-span.org/video/?c4583876/trump-torture>. Accessed Sept. 7, 2018.
- “John McCain Gives Stirring Speech Against Torture,” U.S. Senate, Dec. 9, 2014, *YouTube*. Uploaded by TPM TV, Dec. 9, 2014, <https://www.youtube.com/watch?v=Vobpv2cjFXs>. Accessed Sept. 7, 2018.
- Zaretsky, Robert. “The Mytilenean Dialogue From 428 B.C. Explains Who Really Won the Trump-Clinton Debate/Why Hillary won, but America lost,” *Foreign Policy Magazine*, Sept. 28, 2016. <https://foreignpolicy.com/2016/09/28/the-mytilenean-dialogue-from-428-bce-explains-who-really-won-the-trump-clinton-debate/>. Accessed Aug. 23, 2018.
- Editorial Board. “The Trump Campaign Gives License to Violence.” *New York Times*, March 16, 2016. <https://www.nytimes.com/2016/03/15/opinion/the-trump-campaign-gives-license-to-violence.html?action=click&module=RelatedLinks&pgtype=Article>. Accessed Aug. 30, 2018.
- Hofstadter, Richard. “The Paranoid Style in American Politics.” *Harper’s Magazine*, November 1964. <https://harpers.org/archive/1964/11/the-paranoid-style-in-american-politics/>.
- “Corleone Family Meeting.” *The Godfather*. Directed by Francis Ford Coppola, performances by James Caan, Robert Duvall, Al Pacino, Paramount, 1972. *YouTube*, uploaded by [Romeo Barrozo Jr.](#) Published on Aug 9, 2016, [www.youtube.com/watch?v=j8EhwCIYAwY](http://www.youtube.com/watch?v=j8EhwCIYAwY). Accessed Aug. 23, 2018.
- Long, Huey P. “Every Man a King.” February 23, 1934, transcript of radio address. Retrieved from [www.senate.gov/artandhistory/history/resources/pdf/EveryManKing.pdf](http://www.senate.gov/artandhistory/history/resources/pdf/EveryManKing.pdf). Accessed Aug. 21, 2018.

- McCarthy, Sen. Joseph R. “Enemies Within.” Lincoln Day address to Ohio County Republican Women’s Club, Feb. 9, 1950, McClure Hotel, Wheeling, W.Va. <https://liberalarts.utexas.edu/coretexts/files/resources/texts/1950%20McCarthy%20Enemies.pdf>. Accessed Aug. 23, 2018.
- Smith, Sen. Margaret Chase. “Declaration of Conscience.” June 1, 1950. United States Senate, Washington, D.C. Floor speech. [www.senate.gov/artandhistory/history/resources/pdf/SmithDeclaration.pdf](http://www.senate.gov/artandhistory/history/resources/pdf/SmithDeclaration.pdf). Accessed Aug. 23, 2018.
- Wallace, George C. “Campaign Speech.” July 17, 1964, Barton Coliseum, Little Rock, Ark. YouTube, uploaded by GovWallace, Aug. 12, 2015. [www.youtube.com/watch?v=w-ZD15oa\\_mU&t=19s](http://www.youtube.com/watch?v=w-ZD15oa_mU&t=19s)
- Kazin, Michael. “Stand Up for the Working Man: George Wallace and the Making of a New Right.” *The Populist Persuasion: An American History, Revised Edition*, Cornell University Press, 2017, Ithaca, NY (220–242).
- Wallace, George C. “Inaugural Address.” Jan. 14, 1963, Montgomery, Ala. [https://web.utk.edu/~mfitzge1/docs/374/wallace\\_seg63.pdf](https://web.utk.edu/~mfitzge1/docs/374/wallace_seg63.pdf). Accessed Aug. 23, 2018.

### **Rhetoric Handbook/Style Guide**

We will use the Purdue University Online Writing Lab (OWL) as our main editorial style resource. All written assignments will be formatted in Modern Language Association (MLA) style. [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html). In addition, I will distribute a proofreading guide to support development of appropriate grammar, usage and mechanics. Students should consider purchasing *The Elements of Style* by Strunk & White (Strunk, William Jr., and E.B. White. *The Elements of Style, Fourth Edition*, Pearson, 1999.)

### **Major Assignments**

There will be three essays of increasing complexity and length and a fourth and final essay that should reflect what you’ve learned throughout the semester. In addition, there will be announced and unannounced quizzes on grammar, current events, class discussions, and/or the readings. For the breakdown of points, see “Grading Breakdown” on page 4.

### **Academic Integrity and the UW1020 Plagiarism Policy**

Academic writing builds on the work of others who have written and created before us. Academic writers use and cite the ideas, words and images of others in order to document grounds for knowledge, illuminate contexts of argument, acknowledge intellectual influences, distinguish our own analytical voices, and encourage further investigation and inquiry. If, on the other hand, we take others’ work as our own, using their phrases, images, concepts, or arguments without acknowledgement, we hamper these goals and cross the line into academic dishonesty. We — that is, you — also risk an F in the class and expulsion from the university. It’s just not worth it.

GW's Code of Academic Integrity defines academic dishonesty as “cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Recommended penalties for plagiarism and other violations range from failing the assignment to expulsion from the University. The Code of Academic Integrity is available at <http://www.gwu.edu/~ntegrity/code.html>. Below is the definition of “Academic Dishonesty” set forth in the “Code of Academic Integrity.” Read it, learn it, abide by it.

*“Academic Dishonesty”*

Section 1: Definition of Academic Dishonesty

(a) Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

(b) Common examples of academically dishonest behavior include, but are not limited to, the following:

1) Cheating – Intentionally or knowingly using or attempting to use unauthorized materials, information, or study aids in any academic exercise; engaging in unauthorized collaboration in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same or substantially the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

2) Fabrication — Intentionally or knowingly, or unauthorized falsification or invention of any data, information, or citation in an academic exercise; giving false or misleading information regarding an academic matter.

3) Plagiarism — Intentionally or knowingly representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; or failure to attribute any of the following: quotations, paraphrases, or borrowed information.

4) Falsification and forgery of University academic documents — Intentionally or knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record; making false statements to or concealing material information from a university employee that results in the creation of a false academic record or document. Such academic documents or records may include transcripts, registration/add-drop forms, requests for advanced standing, requests to register for undergraduate or graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid

forms, shall be considered a violation of the non-academic student disciplinary code.)

5) Facilitating academic dishonesty — Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

6) Sanction Violation — Violating the terms of any disciplinary sanction imposed in accordance with this “Code.”

### **Disability Support Services (DSS)**

DSS contact info: 202-994-8250; Marvin Center, Suite 242. <http://gwired.gwu.edu/dss/>.

### **Advisor Contacts for Students**

If a family or personal emergency arises during the semester that requires you to miss several class days, or perhaps leaves you considering withdrawal from one or more courses, contact an advisor in your dean’s office for help. Below is the contact information for the directors of advising in each of the schools:

- CCAS: Michelle Steiner [msteiner@gwu.edu](mailto:msteiner@gwu.edu)
- ESIA: Tammy Wiles, [twiles@gwu.edu](mailto:twiles@gwu.edu)
- SPHHS: Mallory Boyd, [mallory@gwu.edu](mailto:mallory@gwu.edu)
- SEAS: Jonathan Ragone: [jvragone@gwu.edu](mailto:jvragone@gwu.edu)
- GWSB: Marisol Espanola, [mespanola@gwu.edu](mailto:mespanola@gwu.edu)

### **Counseling Center Contact Information**

The University Counseling Center is located at 2033 K St., NW, Suite 330. The Counseling Center is available by telephone 24 hours a day at 202.994.5300. Information about its services is available at <http://gwired.gwu.edu/counsel/>. I strongly, vigorously and strenuously encourage you to take advantage of the counseling services. College can be stressful. There is simply no need, point or purpose in suffering in silence.

### **Major University Deadlines**

- Drop/Add dates
- Withdrawal dates

I will inform you of these dates as soon as I’m informed. But don’t wait for me. Inquire on your own if this is relevant to you.

### **The Writing Center**

The Writing Center offers free, one-on-one sessions to both undergraduate and graduate students at GW. Tutors can help with a variety of writing tasks, including writing assignments, research papers, and personal statements. The Writing Center is located in 550 Rome Hall, at 801 22nd St, NW. Appointments are recommended. Visit <http://www.gwu.edu/~gwriter/> for information.

## **Policies**

**Blackboard:** This class will use a Blackboard site exclusively for the posting of all pertinent class information, including the latest version of this syllabus, announcements, assignments, links to readings and other course material, and assignment sheets. I will assume that you check in with Blackboard daily for assignments and other notices. If it's posted there, there's no excuse for not knowing the assignment.

**Laptops and cell phones:** Please put away your phones and laptops by the beginning of class. If we need laptops in class, I will let you know in advance. Texting is even worse. If you **MUST** communicate with someone, take it outside. There are rare exceptions to these rules if you need a device to translate or you forgot your printed-out reading for the day.

**Absences:** Eight or more absences are grounds for failure of the class. I do not distinguish between "excused" (such as a religious holiday) and "unexcused" absences; they count as the same, so use them wisely. The only exception is an acute family emergency or a personal long-term illness, which will require further documentation from a university official. In any event, if you cannot make class, please let me know in advance.

**Classroom conduct:** It is crucial that everyone feels able to express him- or herself freely in this class. I encourage you to challenge me, one another and yourselves as we explore topics that are provocative. All of us will work toward a better understanding of what critical thought is and how to engage in critical debates with other people. There is a difference between disagreeing with another person's opinion or perspective and denigrating that person or his or her input. We all need to be vigilant about understanding and respecting this difference. There is no place for any demeaning, disrespectful or hateful speech in this class. If you ever believe that you have been mistreated by another student or by me, I encourage you to report this to me. Don't be stupid. Tell me.

**GW email:** I expect you to check your GW email as well as Blackboard regularly, as I make extensive use of it for last-minute announcements and clarifications. If you use another email, have your GW one forwarded.

**Submitting written work:** I expect you to complete all reading and writing assignments in full, on time and to the best of your abilities. We will adhere to the formatting rules of MLA style, contained in Purdue OWL. Unless otherwise specified, written work should be in 12-point font, double-spaced, with 1-inch margins in Word and then uploaded to Blackboard the morning of class unless otherwise directed. Barring any prior arrangement between us, one full letter grade will be deducted for each day (24-hour period) that an assignment is late. However, I do realize that life intervenes on occasion. If you cannot complete an assignment on time, please inform me

as soon as possible.

**Course Schedule (Subject to Change)**

Note: The outline below is a guide and is not meant as a precise schedule for the course. It's approximate and certain to change as the course proceeds, as is the content.

<p>Mon., Aug. 27</p>	<p>Introductions</p> <p>Reading of the Syllabus</p> <p>Course overview</p> <p>Background on Peloponnesian War and Cleon</p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>- Read “The Mytilenean Debate.”</li> <li>- Watch the YouTube dramatization, <a href="http://www.youtube.com/watch?v=N_k8SaH_D_c&amp;t=183s">www.youtube.com/watch?v=N_k8SaH_D_c&amp;t=183s</a>.</li> <li>- Start reading the newspapers and reputable news sites, and OpEds. Pay attention for stories about public figures who use the same techniques as Cleon.</li> </ul>
<p>Wed. Aug. 29</p>	<p>Discuss “Mytilenean Debate,” Cleon and Diodotus</p> <p>Discuss thesis statements, evidence, in-text citation</p> <p>Hand out guide to thesis statements</p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>- Write a thesis statement and find three supporting pieces of evidence on “Myt. Debate”</li> <li>- Read Zaretsky article and be prepared to discuss on Sept. 5.</li> <li>- Find two scholarly articles analyzing “Mytilenean Debate.”</li> </ul>
<p>Fri., Aug. 31</p>	<p>Use class time to work on thesis statement w/ supporting evidence. <b>Assignment due at 9:40 by email/Blackboard.</b></p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>- Watch the Trump and McCain torture videos and be prepared to discuss on Wed., Sept. 5 in context of “Myt. Debate.” Who’s Cleon? Who’s Diodotus? How are they similar/diff? Here are the links:</li> </ul>

		<ul style="list-style-type: none"> <li>- <a href="https://www.c-span.org/video/?c4583876/trump-torture">https://www.c-span.org/video/?c4583876/trump-torture</a></li> <li>- <a href="https://www.youtube.com/watch?v=Vobpv2cjFXs">https://www.youtube.com/watch?v=Vobpv2cjFXs</a></li> </ul>
Mon., Sept. 3	No class/Labor Day	
Wed. Sept. 5	<p>Discuss Zaretsky article; scholarly articles you've found.</p> <p>Discuss Trump and McCain videos.</p> <p>Discuss outlines, introductions, evidence, revising, formatting, MLA</p> <p>Citations exercise</p>	<p>Assignment:</p> <ul style="list-style-type: none"> <li>- Post a citations quiz on Blackboard Friday morning.</li> </ul>
Fri., Sept. 7	Citations quiz or grammar quiz	
Mon. Sept. 10	First drafts due at beginning of class	<p>Assignment:</p> <ul style="list-style-type: none"> <li>- Read "Paranoid Style of American Politics." Be prepared to discuss three questions (TBA) on Wed., Sept. 12.</li> <li>- Read <a href="https://www.nytimes.com/2016/03/15/opinion/the-trump-campaign-gives-license-to-violence.html?action=click&amp;module=RelatedLinks&amp;pgtype=Article">https://www.nytimes.com/2016/03/15/opinion/the-trump-campaign-gives-license-to-violence.html?action=click&amp;module=RelatedLinks&amp;pgtype=Article</a></li> <li>-</li> </ul>

Wed. Sept. 12	<ul style="list-style-type: none"> <li>- Discuss first drafts</li> <li>- Discuss introductions thesis statements</li> <li>- Hand out draft excerpts</li> <li>- Discuss “Paranoid Style”</li> </ul>	<p>Assignment:</p> <ul style="list-style-type: none"> <li>- Final drafts due Monday, Sept. 17, 8:30 a.m.</li> <li>- Bring in a current political events item and be prepared to discuss in context of readings.</li> </ul>
Fri., Sept. 14		
Mon. Sept. 17	Library Lesson on sourcing, using the library	<p>Assignments:</p> <ul style="list-style-type: none"> <li>- Huey Long readings</li> <li>- Find articles on Trump and economic populism, violence, racism, media</li> <li>- Be prepared to answer 3 questions TBA on Huey Long, Paranoid Style and Trump</li> </ul>
Wed. Sept. 19	<p>Discuss Long reading, Trump articles, Paranoid Style, three questions</p> <p>Citations and sources</p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>- First draft of second essay, on two of the three readings, due on Mon., Sept. 24.</li> </ul>
Fri., Sept. 21		

Mon. Sept. 24	Discuss MLA and Proofreading Guide  In-class exercises  First draft of second essay due at start of class	Assignment:  - Watch Ken Burns Huey Long documentary.
Wed. Sept. 26	Peer review first draft of second essay	Assignment:  - Final draft of second essay due at start of class on Mon., Oct. 1.
Fri., Sept. 28		
Mon. Oct. 1	“It Can’t Happen Here” discussion  Final draft of second essay due at start of class	Assignment:  - Read assigned chapters posted on Blackboard.  - Find articles, analyses of “It Can’t Happen Here.”  - Be prepared to discuss three questions TBA on Wed.
Wed. Oct. 3	Discuss “It Can’t Happen Here” and the other readings  Discuss sourcing Discuss OpEd	Assignment:  - Find and watch videos of Trump rallies.  - Write an OpEd on one of the readings on Trump, drawing from the readings. Due Wed., Oct. 10.
Fri., Oct. 5		
	No class/Fall Break	

Mon. Oct. 8		
Wed. Oct. 10	<p>Discuss Trump rally videos</p> <p>Show “Godfather” clip</p> <p>OpEds due at start of class</p> <p>Introduce McCarthy</p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>- Read McCarthy “Enemies Within” and Margaret Chase Smith “Declaration of Conscience.”</li> <li>- Be prepared to discuss the following 3 questions TBA on Oct. 15.</li> </ul>
Fri., Oct. 12		
Mon. Oct. 15	<p>Discuss McCarthy reading</p>	<p>Assignment:</p> <ul style="list-style-type: none"> <li>- First draft of third essay due Mon., Oct. 22.</li> <li>- Final draft due Wed., Oct. 31.</li> <li>- McCarthy/Murrow videos.</li> </ul>
Wed. Oct. 17	<p>Library Lesson: Annotated Bibliography</p>	
Fri., Oct. 19		
Mon. Oct. 22	<p>First draft of third essay due at beginning of class</p> <p>Peer review of drafts</p>	<p>Assignment:</p> <ul style="list-style-type: none"> <li>- Read Kazin on Wallace</li> </ul>

Wed. Oct. 24	George Wallace	<p>Assignments:</p> <ul style="list-style-type: none"> <li>- Read/watch Little Rock speech.</li> <li>- Be prepared to discuss three questions TBA on Mon., Oct. 29.</li> </ul>
Fri., Oct. 26		
Mon. Oct. 29	Discuss relationships among characters and readings to date	
Wed. Oct. 31	Final draft of third speech due at start of class	<p>Assignment:</p> <ul style="list-style-type: none"> <li>- Take a current event/controversy in the news and analyze it in the context of the readings. One draft only. Due Mon., Nov. 5.</li> </ul>
Fri., Nov. 2		
Mon., Nov. 5	<p>Individual meetings w/ students to discuss progress, etc.</p> <p>Current event analysis due.</p>	<p>Assignment:</p> <ul style="list-style-type: none"> <li>- TBD.</li> </ul>
Wed., Nov. 7	Discuss Final Project	Assignment:

		<ul style="list-style-type: none"> <li>- Thesis statement for final project.</li> <li>- Bibliography for final project.</li> </ul>
Fri., Nov. 9		
Mon., Nov. 12	Workshop thesis statements	Assignments: <ul style="list-style-type: none"> <li>- Thesis statement and topic sentences for first draft of final essay due Mon., Nov. 12.</li> </ul>
Wed., Nov. 14	Thesis statements and topic sentences due at start of class	Assignments: <ul style="list-style-type: none"> <li>- First draft of final project due Mon., Nov. 19</li> </ul>
Fri., Nov. 16		
Mon., Nov. 19	Proofreading/MLA quiz	Assignment: <ul style="list-style-type: none"> <li>- TBD.</li> </ul>
Wed., Nov. 21	Discuss first drafts	Assignment: <ul style="list-style-type: none"> <li>- TBD.</li> </ul>
Fri., Nov. 23		
Mon., Nov. 26	No class/Thanksgiving	

Wed., Nov. 28	Reinforce MLA, sourcing, proofreading	Assignment:  - TBD.
Fri., Nov. 30		
Mon., Dec. 3	Proofreading Quiz	Assignment:  - TBD.
Wed., Dec. 5	Q&A	Assignment:  - TBD.
Fri., Dec. 7		
Mon., Dec. 10	Last Day of Class	