UWS - The West and The Rest: Why Can't We All Just Get Along?
Mondays & Wednesdays 1:00-1:50 pm
Instructor: Kemal Onur Toker
Office Hours: Wednesdays 14:00-15:00.
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Introduction:

For many people in the non-Western world, to modernize has meant “to Westernize”. The longstanding military, economic and cultural dominance of the West has nevertheless bred a good deal of resentment in the rest of the world. Some political scientists have gone so far as to predict that global affairs in the 21st century will be characterized by a "Clash of Civilizations" that will pit “the West” against “the Rest”. In this UWS course, we will examine this thorny issue through a wide variety of critical lenses and ask ourselves a number of fundamental questions: how do we define the boundaries of the "West" with respect to the "Rest"? What are the obstacles in the way of international cooperation and peaceful coexistence? In other words, why can’t we all just get along?

We will begin our exploration of this topic by reading Montaigne’s essay ‘On Cannibals’, a work written in the 16th century, the period when, with the European "discovery" and colonization of the New World, the “West” really began to dominate the “Rest”. Further readings will include selections from the works of several prominent political scientists. This class will improve your critical thinking, close reading, and research skills, while at the same time helping you get to grips with some of the most contentious issues of our globalizing world.

Required Course Texts

All required texts will be made available on LATTE.

Course Requirements

Essay 1: The close reading essay. For this essay, you make an argument about what, in Montaigne's view, makes it possible (or impossible) for us to engage in meaningful dialogue with members of other cultures

Essay 2: The lens essay. For this essay, you will analyze "A New Beginning", a landmark foreign policy speech President Obama delivered in Egypt, through the lens of a theoretical essay by the political scientist Walter Russell Mead, and make a claim about how concepts from the essay help to shape your understanding of “A New Beginning.”

Essay 3: The researched argument. For this assignment you will choose a foreign policy case study and make an argument about what the administration should do using outside research to support your argument.
Portfolio: At the end of the semester you will assemble all of your work (including pre-draft assignments, rough drafts, final drafts, and peer review sheets) in an electronic folder and email it to me, together with a letter describing how your understanding of yourself as a writer has changed over the course of the semester. **This means that you need to save electronically all your writing from the semester.**

Drafting:
Four steps lead up to the final draft of each essay:

- **Pre-draft assignments.** Each essay will be preceded by two or three pre-draft assignments—short pieces of writing designed to help you develop ideas. These assignments will receive either a check or a note telling you to redo the work and will count as part of your overall grade. You can re-submit any work until the end of the unit.

- **First drafts.** You are required to turn in a first draft of each paper. These drafts are important opportunities for you to receive feedback from me and your classmates in peer review. I do not expect these drafts to be polished, but I do expect them to be complete—otherwise we cannot give you useful advice.

- **Peer Review.** After the first draft of each paper is due you will form a group with two of your classmates and read each other’s drafts. In class you will give your partners feedback. I will collect your peer review letters and they will count as part of your grade. These activities increase your sense of audience awareness and give you an opportunity to reflect on the concepts we have discussed in class.

- **Conferences.** Each student will have three twenty-minute conferences with me over the course of the semester, one to discuss each first draft. Attendance is required; missing a conference is the equivalent of missing a class. Sign-up sheets will be distributed in class.

Class participation: Your consistent participation in class sessions constitutes a significant portion of your grade and is the most critical component of a successful course. Class participation includes:

- Your prompt, prepared, alert, consistent attendance
- The completion of reading assignments by the dates listed in the syllabus
- Your thoughtful contributions to class discussions

Writing Center: The University Writing Center, located on Goldfarb 232 on the Goldfarb mezzanine of the library, provides free one-on-one help with your essays. You are strongly encouraged to take advantage of this service. Writing Center tutors are well trained and will work with you in 45 minute sessions that you can schedule online: (http://www.brandeis.edu/programs/writing/writingcenter/index.html). **Students who take advantage of this service will receive a form during their tutorial that will entitle them to a 24-hour extension on the final draft of their essay.** Essays will be due electronically by midnight on the following day. Only one extension is allowed per essay.
Formatting
All essays will be submitted to me and your peers electronically. Essays must use 1-inch margins and 12 point Times New Roman font. Do not enlarge your punctuation—I can tell. Essays must have a title and be double-spaced.

Late Work, Extensions and Minimum Page Requirements
I am usually willing to offer extensions, given legitimate reasons. **If a catastrophe happens and you are afraid your work will not be completed in time, contact me more than 24 hours before the due date and arrange for an extension.** Otherwise, late work, including first drafts, will be penalized by a third of a grade per day (B+ → B → B- and so on) on the final paper. If a paper is due electronically at midnight and you submit it at 12:01 AM, it is late. In addition, final papers that do not meet minimum page requirements will be penalized by a third of a grade for each page that the paper falls short.

Attendance
Missing classes is strongly discouraged. You are allowed three absences. For each additional absence your final grade will be penalized by a third of a grade. **Seven or more absences will result in a failing grade.** Please contact me in the event of an emergency.

Academic Honesty
You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually in section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask.

Accommodations
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in class, please see me right away.

UWS Outcomes

**Critical Thinking, Reading, and Writing**
- Use writing and discussion to work through and interpret complex ideas from readings and other texts (e.g., visual, musical, verbal)
- Critically analyze your own and others' choices regarding language and form (e.g., in student texts or formally published texts)
Engage in multiple modes of inquiry using text (e.g., field research, library-based inquiry, web searching)

Incorporate significant research (as above) into writing that engages a question and/or topic and uses it as a central theme for a substantive, research-based essay

Use writing to support interpretations of text, and understand that there are multiple interpretations of text

Consider and express the relationship of your own ideas to the ideas of others

Processes

Use written, visual, and/or experience-based texts as tools to develop ideas for writing

Understand that writing takes place through recurring processes of invention, revision, and editing

Develop successful, flexible strategies for your own writing through the processes of invention, revision, and editing

Experience and understand the collaborative and social aspects of writing processes

Learn to critique your own and others' work

Be reflective about your writing processes

Knowledge of Conventions

Understand the conventions of particular genres of writing

Use conventions associated with a range of dialects, particularly standardized written English (but not necessarily limited to it)

Recognize and address patterns in your writing that unintentionally diverge from patterns expected by their audience/s

Practice using academic citational systems (MLA) for documenting work

Four-Credit Course

Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

Grade Breakdown:

Close Reading Unit: 20% (deduct 15 points from the final assignment grade for each LATTE pre-final-draft post that is missing at the time of the final assignment deadline; deduct 5 points for each LATTE pre-draft post that is submitted late before the final assignment deadline)
Lens Analysis Unit: 25% (deduct 15 points from the final assignment grade for each LATTE pre-final-draft post that is missing at the time of the final assignment deadline; deduct 5 points for each LATTE pre-draft post that is submitted late before the final assignment deadline)

Research Paper Unit: 30% (deduct 15 points from the final assignment grade for each LATTE pre-final-draft post that is missing at the time of the final assignment deadline; deduct 5 points for each LATTE pre-draft post that is submitted late before the final assignment deadline)

Attendance and Participation: 10%

Portfolio (including all the pre-draft LATTE posts): 15% (deduct 2.5% for each missing LATTE post; deduct 1% for each late LATTE post)

SCHEDULE OF CLASSES

Unit 1: What is Close Reading?

Week 1

Aug 29 (W) • In Class: Intro to writing and to seminar topic

Aug 30 (Th) Make-up class 1

- Reading Assignment: Montaigne
- Writing Assignment: See the LATTE discussion forum

Week 2

Sep 5 (W) • Reading Assignment: Melian Dialogue
• Writing Assignment: See the LATTE discussion forum

Sep 6 (Th) Brandeis Monday

• Writing Assignment: See the LATTE discussion forum
• In Class: Essay #1 writing assignment; introduction to close reading and analysis

Week 3

One-on-One Conferences to discuss drafts of Essay 1 this week

Sep 12 (W)

• Writing Assignment: See the LATTE discussion forum
• In-Class: Close reading of source(s); writing process; deriving a thesis from evidence; crafting an introductory paragraph

*Sep 13 (Th).* Make-up class 2

*Sep 17 (M)*
• See the LATTE discussion forum
• In-Class: peer workshop of intro paragraphs; preparing to write first draft; elements

**Week 4**

*Sep 25 (T)*
• Writing Assignment: See the LATTE “Tasks for Online Classes” Forum

*Sep 26 (W)*
• Writing Assignment: See the LATTE “Tasks for Online Classes” Forum

**Week 5**

*Unit 2: How to Work with a Text as a Lens*

**Close Reading Assignment Final Version due 23:55 PM, Oct 5**

*Oct 3 (W)*
• Writing Assignment: See the LATTE “Tasks for Online Classes” Forum

*Oct 8 (M)*
• Reading Assignment: Mead and Nye
  • Writing Assignment: See the LATTE discussion forum
  • In Class: Discussion of unit 2 source(s); establishing a baseline reading

**Week 6**

*Oct 10 (W)*
• Writing Assignment: See the LATTE discussion forum
  • In Class: Discussion of unit 2 source(s); establishing a baseline reading

*Oct 15 (M)*
• Understanding and applying lens text; summary and paraphrase

**Week 7**

*Oct 17 (W)*
• Writing Assignment: See the LATTE discussion forum
  • In Class: Discussion of pre-draft 2.1; thesis and motive in lens essays
Oct 22 (M)  
• In Class: working with quotations; working with lens; Discussion of sample student essay; drafting strategies

Week 8

Oct 24 (W)  
• Reading Assignment: Lens Essay(s) from Write Now!
• Writing Assignment: none or notes/reader response
• In Class: working with quotations; working with lens; Discussion of sample student essay; drafting strategies

Oct 29(M)  
• Reading Assignment: none
• Writing Assignment: Draft of Essay #2 due with Draft Cover Letter
• In Class: Style workshop: clarifying “to be” & spotting loser sentences in drafts

Week 9

One-on-One Conferences to discuss drafts of essay 2 this week

Oct 31 (W)  
• Writing Assignment: See the LATTE discussion forum
• In Class: Draft workshop focusing on thesis, motive, analysis, revision strategies

Nov 5 (M)  
LIBRARY Session

Week 10

Unit 3: The Argumentative Research Essay: Beyond the Book Report
Lens Assignment Final Version due 23:55 PM, Nov 9

Nov 7 (W)  
LIBRARY Session

Nov 12 (M)  
• Writing Assignment: See the LATTE discussion forum
• In Class: Narrowing a research question, identifying analytical focus

Week 11

Nov 14 (W)  
• Reading Assignment: Huntington
• Writing Assignment: See the LATTE discussion forum
• In Class: Brief oral reports on research topics; evaluating sources

Nov 19 (M)  Work on the Annotated Bibliography

Week 12

Nov 26 (M)  • Writing Assignment: See the LATTE discussion forum
            • In Class: Interweaving multiple sources in Write Now!

Nov 28 (W)  • Writing Assignment: See the LATTE discussion forum
            • In Class: Research question, thesis, and motive in Write Now! essay; quotation and citation

Week 13

One-on-One conferences to discuss drafts of essay 3 end of this week/next week

First Version of the Research Assignment due 23:55 PM, Dec 4

Dec 3 (M)  • Reading Assignment: none
            • Writing Assignment: Draft of Essay #3 due with Draft Cover Letter
            • In Class: Essay structure; paragraphing; audience and tone; title workshop

Week 14

Dec 5 (W)  • Reading Assignment: None
            • Writing Assignment: Pre-draft 3.3 (Reverse Outline)
            • In Class: Structure and stitching; conclusions

Dec 6 (Th).  Make-up Class 3

Dec. 10 (M) Last day of class

Final Version of the Research Assignment due 23:55 PM, Dec 20