

# FIRST TERM SEMINAR 100-295

## FAST FOOD AND SOCIETY

### FALL 2007

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**OFFICE HOURS:** Tuesdays 10:30-12:30 or by appointment

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Welcome to Fast Food and Society! This seminar provides an introduction to critical thinking and develops oral and written communication skills, through an investigation of the ways fast food restaurants have impacted American culture. Though fast food restaurants surround us, few people take the time to examine the ways in which the development of these establishments over the past fifty years has dramatically shaped our society. In this course, we focus on questions rarely asked in relation to fast food. Why are fast food restaurants so pervasive? How has the regular consumption of fast food impacted American mental and physical health? How has the fast food industry affected the production of food and other consumer goods? How have fast food restaurants shaped the American labor market and business strategies? What impact does fast food have on families and other social networks? What impact does the worldwide spread of fast food culture have on our relationships with other countries?



This syllabus contains information you need to be successful in this course. Please read it thoroughly and be sure to ask me if you have any questions. You are responsible for knowing the information contained within this syllabus.

### CLASS MEETING INFORMATION

This class is scheduled to meet from 2:30 to 3:50 on Mondays, Wednesdays, and Fridays. The class meets in Old Main 207. I expect you to be on time to class and fully prepared for each class meeting.

### TEXTBOOKS & COURSE MATERIAL

- Andrea Lunsford (2005) The Everyday Writer (3<sup>rd</sup> Edition).
- Eric Schlosser (2002) Fast Food Nation: The Dark Side of the All-American Meal.
- George Ritzer (2004) The McDonalidization of Society (Revised New Century Edition).
- Selected readings available on-line through Moodle Reserves (we will discuss how to access these readings in class. I suggest you purchase a three ring binder for them and print them all out at the beginning of the semester)

## THE FIRST TERM SEMINAR PROGRAM

The purpose of the FTS program is to help you develop your skills in three important areas—**critical thinking**, **writing**, and **speaking**—and to provide you with an opportunity to explore and clarify your personal **values**. The FTS also serves as a transition to college life and so there is an important **advising** component to this course as well.

**Critical thinking** involves the ability to use knowledge in new contexts, to break complex concepts apart, to put ideas together in new and original ways, to make informed judgments about unfamiliar material, to take intellectual risks, and to learn *how* to learn. We strengthen your critical thinking skills in this class through a selection of readings that are designed to push you beyond your existing view of society, engaging class discussions, and a variety of writing assignments.

Quality **writing** involves both the ability to find and synthesize various forms of information and also the ability to communicate clearly on paper. This course emphasizes both aspects of the writing process. We spend time becoming acquainted with the college library, learning how to access various forms of information, and working collaboratively through the peer review process to help clarify your ideas and strengthen your writing.

The ability to articulate your ideas verbally in a way that is clear, accessible, concise, and persuasive is an important skill. In this course, you have many opportunities, both formal and informal, to improve your **public speaking** skills. Throughout the semester we focus on teaching you to be more comfortable speaking in front of a group working to give you the tools you need to be a more effective communicator.

The topic and readings in this course were chosen with the hope and expectation that you will explore your own personal **values** in this course. Helping you to develop a mature understanding of your values is a major goal of the FTS program. The questions raised in this course ask you to confront our assumptions about the organization of society and both individual and collective priorities. Many of the assignments and discussions will provide you with an opportunity to question your assumptions and articulate the motivations behind your value system.

The transition from high school to college can be exciting, overwhelming, challenging, liberating, or perhaps, all of the above. This course serves as a sort of “home base” as you make this transition through our **advising** component. We spend time in class discussing many of the issues facing you as a first year student and getting acquainted with the resources available to students both on campus and in the community of St. Peter. I serve as your academic advisor for your first year or until you declare a major.

## GRADES AND ASSIGNMENTS

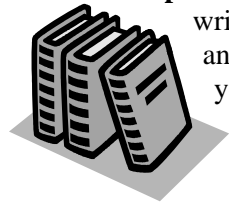
Your grade in this class is based on your performance on two major projects, several shorter writing assignments, and your classroom participation. In order to be successful in this course, it is necessary to attend class regularly, keep up with the assigned readings, and turn in your work on time. Make-up assignments will not be permitted and late assignments will be penalized 10% for each day, or portion thereof, they are late. There are no “extra credit” opportunities available in this class.

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
<b>Interview Project</b>	<b>30%</b>	
<i>Interview questions</i>	5%	Wednesday, October 10
<i>Rough draft</i>	5%	Wednesday, November 7
<i>Final draft</i>	20%	Monday, November 19
<b>Research Paper</b>	<b>30%</b>	
<i>Annotated bibliography</i>	5%	Monday, October 15
<i>Rough draft</i>	5%	Monday, December 3
<i>Final draft</i>	20%	Monday, December 17
<b>Short Writing Assignments</b>	<b>15%</b>	
<i>Response Paper #1</i>	5%	Friday, September 28
<i>Response Paper #2</i>	5%	Friday, October 19
<i>Response Paper #3</i>	5%	Wednesday, November 28
<b>Class Participation</b>	<b>25%</b>	Ongoing

**Interview Project:** You will select and interview a person whose life is impacted by the fast food industry and write a 4-6 page ethnographic biography of their life. This assignment includes writing interview questions, mock interviewing, a rough draft, peer reviews, and a final draft. This assignment is designed to improve your critical thinking, writing, and public speaking skills and is also an opportunity for you to examine questions of values. More detailed guidelines for this project are included at the end of this syllabus.



**Research Paper:** You will identify a research question that interests you, conduct library-based research, and write a 5-7 page paper that answers the question you asked. This assignment includes an annotated bibliography, a rough draft, peer reviews, a final draft, and a verbal presentation of your findings. This assignment is designed to improve your critical thinking, writing, research, and public speaking skills. More detailed guidelines for this paper are included at the end of this syllabus.



**Short Writing Assignments:** You will write three 2-4 page papers designed to connect particular experiences with concepts, questions, and themes raised in class discussions and readings. These assignments only require one draft, but you have the option at the end of the semester to revise one of the three assignments if you so desire. These assignments are designed to improve your critical thinking and writing skills. More detailed guidelines for these assignments are included at the end of this syllabus.



**Participation:** Your participation is an integral part of this class. Participation includes attending class and being on time (obviously, you can't participate if you're not here), completing the assigned readings before class, contributing to class discussions with thoughtful comments, listening attentively to others in the class, and submitting in-class and take-home assignments on time.

- I consider your completion of the assigned readings to be your ticket of admittance to class. You cannot participate meaningfully in a discussion of the readings if you have not completed them. In the event that you have not completed the readings, I may ask you to leave and you will be counted as absent for the day.
- Your contribution to class discussion will come in many forms: active participation (leadership) in small group activities, asking questions about the course material in class, contributing meaningful comments and observations in large group discussions, answering questions I pose to the class, etc.
- Listening is a valuable skill. It is important that you learn to hear and respond to the comments made by your classmates as well as to my comments, so always look for ways you can engage with comments from a previous speaker. This means that you should not be talking when other people are speaking.
- Writing is one of the best ways of clarifying your thoughts and learning to communicate effectively. Throughout the semester I will ask you to complete short in-class and take-home assignments, often connected to some activity, event, film, or book. These short writing assignments are graded on a credit/no credit basis and comprise part of your participation grade.

## COURSE POLICIES & GUIDELINES

**Attendance:** You are an adult and therefore, you do not need to notify me when you miss class and you do not need to explain your absences to me. Please do not send me an email asking if you “missed anything important in class”! If you miss class for any reason, it is your responsibility to contact a classmate for notes. If you have any questions about your notes, please see me during my office hours. Missing more than *two* classes during the semester *will negatively affect your participation grade* regardless of the reasons for the absences.

**Academic Honesty:** Gustavus Adolphus College standards for academic honesty apply in this class. If you have questions about these standards, please consult the College Honor Code. Your decision to remain enrolled in this class will serve as your agreement to abide by the following statement for each assignment you submit: “*On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.*” Plagiarism will not be tolerated. Any thoughts or ideas that are not your own, even if you are not directly quoting a source must be attributed to their source through in text citations. Plagiarized work will be given a zero and cases will be reported to the dean.

**Cell Phones:** Please turn off your cell phone before class. If a cell phones rings during class time, the owner will be asked to bring a treat to share with the entire class during our next meeting to compensate us for the distraction.



**Grade Dispute:** Any grade disputes must be submitted in writing to me no later than one week after the assignment is returned.

**Special Accommodations:** If you have a physical, psychiatric/emotional, medical, or learning disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, the Disability Services Coordinator, in the Advising Center. She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.

**The Writing Center:** At the Writing Center, you’ll work with a peer tutor one-on-one: you can talk frankly about your writing concerns and receive on-the-spot feedback. The Writing Center is not a proofreading service; rather, it is a peer teaching facility that helps you to clarify your thinking, structure your papers, develop evidence, hone your style, and practice self-editing skills. Please call x6027 for hours and locations.

## COURSE SCHEDULE

*How to read this syllabus: I describe the topic or topics covered in class for each day listed below. You can be prepared for class by completing the readings assigned (listed as “Read”). These readings are required and I expect that you will have them completed before you come to class. Sometimes we will talk about them directly and other times I will only supplement the readings with other material. Therefore, if you have questions about something you read you should raise those questions in class or come visit me during my office hours. This syllabus is subject to change at any time by me. If I do make a change to the syllabus, I will make an announcement in class.*

### Week 1: An Introduction to Fast Food

*Wednesday (9/5)*

Welcome to the course!

*Friday (9/7)*

Read: Mountains Beyond Mountains by Tracy Kidder

Bring: your calendar/planner and syllabi for all your classes

Due: One page self introduction

### Week 2: The Pervasiveness of Fast Food Culture

*Monday (9/10)*

Read: Schlosser Introduction; Ritzer 1

*Wednesday (9/12)*

Read: Schlosser 1; Ritzer 2

*Friday (9/14)*

Read: Articles listed on the Advising Office webpage: <http://gustavus.edu/advising/support.cfm>

Site Visit: Academic Advising Office / Disability Services Office (Julie Johnson / Laurie Bickett)



### Week 3: McDonaldization

Please schedule a time to meet with me individually this week

*Monday (9/17)*

Read: Ritzer 3 & 4

*Wednesday (9/19)*

Read: Ritzer 5 & 6

*Friday (9/21)*

Site Visit: Library (Julie Gilbert)

Read: “Steps in the Research and Writing Process” at <http://iws.ohiolink.edu/~sg-ysu/process.html>

Due: Research Question Proposal

#### **Week 4: The Impact of Fast Food on Business, Labor, and Agriculture**

*Monday (9/24)*

Read: Schlosser 3; “Minimum Wage” by Peter Katel (Moodle)

*Wednesday (9/26)*

Read: Schlosser 4

*Friday (9/28)*

Read: “Taking Effective Notes and Avoiding Plagiarism” by Charles Lipson (Moodle)

Site Visit: Library (Julie Gilbert)

Due: Response Paper #1



#### **Week 5: The Impact of Fast Food on Business, Labor, and Agriculture**

*Monday (10/1)*

Read: Schlosser 5; “Supersizing Farms” by Andrew Knight (Moodle)

*Wednesday (10/3): No Class: Nobel Conference—Attend opening ceremony and at least one lecture that is of interest to you. Write a one page summary and reflection on your experience due in class on Friday.*

*Friday (10/5)*

Due: List of possible interview subjects; Nobel summary and reflection

Site Visit: Diversity Center (Virgil Jones)

#### **Week 6: The Impact of Fast Food on Business, Labor, and Agriculture**

*Monday (10/8)*

Read: Schlosser 6; “Future of the Family Farm” by Don Paarlberg (Moodle)

*Wednesday (10/10)*

Read: Schlosser 7; “The Debate Over Immigration” by David Masci (Moodle)

Due: 10-20 Interview Questions

*Friday (10/12)*

Site Visit: Library (Julie Gilbert)



#### **Week 7: The Impact of Fast Food on Business, Labor, and Agriculture**

*Monday (10/15)*

Read: Schlosser 8; “Blood, Sweat, and Fear” by Human Rights Watch (Moodle)

Due: Annotated Bibliography

*Wednesday (10/17)*

Read: “Interviewing” by H. Russell Bernard (Moodle)

In Class: Mock Interviews

*Friday (10/19)*

Due: Response Paper #2

## **Week 8: The Impact of Fast Food on Family and Social Networks**

*Monday (10/22): No Class: Fall Break*

*Wednesday (10/24)*

Read: Schlosser 2

In Class: "The Merchants of Cool"

*Friday (10/26)*

Read: "Kids as...Big Business" by Shelly Reese (Moodle); "Kids' Markets" by James McNeal (Moodle); "Is Marketing to Kids Ethical?" by Matthew Grimm (Moodle)

## **Week 9: The Impact of Fast Food on Family and Social Networks**

Please schedule a time to meet with me individually this week

*Monday (10/29)*

Read: "Cooking Trends Echo Changing Roles of Women" by Douglas Bowers (Moodle)

*Wednesday (10/31)*

Read: "Big-Box Stores" by Brian Hansen (Moodle); "Almost Half of the Food Budget is Spent Eating Out" by Jesus Dumagan (Moodle)

*Friday (11/2)*

Site Visit: Center for Vocational Reflection (Amy Pehrson)

## **Week 10: The Impact of Fast Food on Mental and Physical Health**

*Monday (11/5)*

Read: Schlosser 9 & Afterword

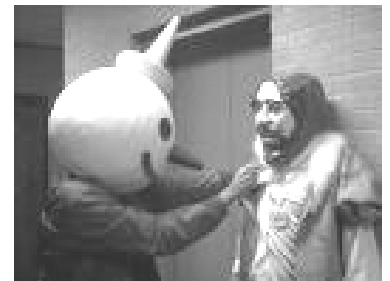
*Wednesday (11/7)*

Read: "The Food Industry and 'Eat More'" by Marion Nestle (Moodle)

Take the Junk Food Quiz:

<http://www.cspinet.org/nutritionpolicy/junkfoodquiz.html>

Due: Interview Draft



*Friday (11/9)*

## **Week 11: The Impact of Fast Food on Mental and Physical Health**

*Monday (11/12)*

Read: "The Real Price of a Big Mac" by Brian Braiker (Moodle)

In Class: "Supersize Me"

*Wednesday (11/14)*

Read: "McDicolous" by Chuck Klosterman (Moodle); "Supersize This!" by Kate Douglas (Moodle)

*Friday (11/16)*

Read: "Fast Food: Adding Health to the Menu" (Moodle); "Changing the Menu" (Moodle)

## **Week 12: The Globalization of Fast Food Culture**

*Monday (11/19)*

Read: Schlosser 10

Due: Interview Project

*Wednesday (11/21): No Class: Thanksgiving Break*

*Friday (11/23): No Class: Thanksgiving Break*

## **Week 13: The Globalization of Fast Food Culture**

*Monday (11/26)*

Read: Ritzer 8

*Wednesday (11/28)*

Read: Ritzer 9

Due: Response Essay #3

*Friday (11/30)*

Site Visit: Community Service Center (Dave Nowell)



## **Week 14: The Globalization of Fast Food Culture**

*Monday (12/3)*

Read: "Golden Arches East" by James Watson (Moodle)

Due: Research Paper Draft

*Wednesday (12/5)*

Site Visit: International Education (Pat Quade)

*Friday (12/7)*

Read: "Striking the Golden Arches" by David Morse (Moodle); "Jihad vs. McWorld" by Benjamin Barber (Moodle)



## **Week 15: Concluding Reflections**

*Monday (12/10)*

Read: Ritzer 10; Schlosser Epilogue

*Wednesday (12/12)*

In Class: Presentations

*Friday (12/14)*

In Class: Presentations

## **Week 16:**

*Monday (12/17) by 5:00 pm*

Due: Final Research Paper; Revision to Response Essay (Optional)

## INTERVIEW PROJECT

### In the Shadow of the Golden Arches



From servers, to farmers, to those who escape to fast food restaurants for social activity each day, countless lives are impacted by fast food culture. “In The Shadows of the Golden Arches” is a collaborative group project to attempt to identify some of the many individuals affected by the permeation of fast food culture into modern society. Each student will contribute to this collaborative endeavor by selecting an individual affected by fast food culture to interview and will craft an ethnographic biography to illuminate their life. The purpose of this assignment is to analyze and interpret the events of a single person’s life in relation to larger social, structural, and economic factors shaped by the role of fast food culture in modern society. While individuals are certainly affected by the ubiquity of fast food, only when we place these individual stories into a coherent narrative can we see the larger pattern developing around us.

This assignment allows you the opportunity to get to know an individual person who has a unique life story, but it also asks you to put that story in a larger context using concepts and themes discussed in the course.

Step 1: Spend time brainstorming possible interview subjects. What kind of relationship between individuals and fast food culture are you interested in exploring? What kind of people would you like to know more about? What are your constraints in terms of transportation or time? Identify three different interview subjects (you don’t need a name, just a general target description) to bring to class on **Friday, October 5**. Potential interview subjects include customers, workers, managers, franchise owners, agricultural workers, or independent restaurant owners. The interview subject you choose must interact with fast food culture in a way that has a significant impact on their life. You may select an interview subject from St. Peter, from your hometown, or from somewhere else. The interview must be conducted in person (not over email or the phone) and so you must be able to physically access the site of the interview.

Step 2: Spend time observing the environment of your interview subject and reading background material that can help you to better understand the environment of your interview subject.

Step 3: Construct ten to twenty questions to ask your interview subject. Think about what you want to learn about the person and how those things relate to some of the concepts and ideas we have discussed in class or read about. Keep in mind that your interview subject is not likely to have read the same things you have in preparing for the interview, so avoid using jargon that might be unfamiliar to them. The first copy of your interview questions is due in class on **Wednesday, October 10**. Revise your questions based on the feedback from your peer review and practice interview groups.

Step 4: Arrange your interview. This may take some work and perseverance. During the interview, focus on listening carefully to the responses given to your questions and take as thorough notes as possible. After the interview, take time to fill in any holes in your notes while your memory is still fresh. Be sure to thank the person for their time and send them a thank you card soon after the interview.

Step 5: Review your notes. Look for themes or stories that emerged in your interview. Work on connecting the experiences of your interview subject with concepts and ideas discussed in class and in the readings. Are there places where the person’s experience conflicts with things we read about? Are there places where the person’s experience serves as an example of things we read about? How does the experience of your interview subject fit in with the larger questions of social and cultural change examined in the class? What challenges does this person face as a result of their interactions with the fast food industry? Brainstorm these ideas, and be prepared to share some of your ideas in class on **Friday, November 2**.

Step 6: Begin writing the ethnographic biography. Use Tracy Kidder's "Mountains Beyond Mountains" as a model. In the book, Kidder is able to tell the story of Dr. Paul Farmer, but he places the biography in the context of larger social, cultural, and political issues such as the fight against global poverty. Your goal is to give the reader a glimpse into the life of the person you interviewed and to help us understand how this individual life is connected to larger issues. You have a great deal of freedom in terms of what issues you want to emphasize, but be sure that your narrative reflects the true identity of your interview subject as well. Your first draft of this assignment is due in class on **Wednesday, November 7**.

Step 7: Revise your ethnographic biography in response to the suggestions made by your peer reviewers and by me. Continue to work on clarifying your theme and using the assignment to emphasize both the individual interview subject and the concept or theme from the course. Keep in mind all of the audiences you will have for this assignment: me, your interview subject, your classmates, and the wider Gustavus community. Be sure to craft your narrative in a way that is accessible and interesting to all of these readers. Pay attention to the details of your writing: your word choices, the verb tense, spelling, grammar, style, sentence structures.

Step 8: Submit your final draft to me by the beginning of class on **Monday, November 19** and to your interview subject by **Friday, December 7**.

**Interview Project Guidelines:**

- 4-6 pages in length
- Typed
- Double Spaced
- Times New Roman, 12 point font
- Standard 1-1.5 inch margins
- Page numbers
- Cover page with name, title, and date
- Works cited page (APA or Chicago Style)
- Fully proofread for spelling, grammar, and style errors
- Stapled

## RESEARCH PAPER

Fast food is a way of life in today's society, but when we dig below the surface, there are many unanswered questions regarding the pervasiveness of fast food. For this assignment, you will formulate a research question that is of interest to you, conduct library-based research, write a 5-7 page research paper, and present your findings in a formal presentation in class. This assignment provides you with an opportunity to explore an aspect of this topic that is particularly interesting to you. Through the research process, you will become familiar with the Gustavus library, will learn new ways of finding information, and will discover new sources for research. The peer review process will help to clarify your ideas and improve your writing. In the final week of the semester, you will present your findings in class in a formal research presentation so that you can practice public speaking skills and so that we can all learn from your work.

Step 1: Draft a research question that interests you. Think about what kinds of questions, problems, or paradoxes pique your interest. When you read the introductory chapter of Schlosser, what topics stand out to you? Formulate a question about a topic that will allow you to explore a new idea or phenomenon. Draft a one paragraph proposal that outlines the question you would like to explore this semester. This assignment is due in class on **Friday, September 21**.

Step 2: Begin researching. Collect relevant books, journal articles, magazine articles, and reputable web sources. Use bibliographies to help lead you to new sources. Work with a reference librarian to learn new ways to search for information. Try to learn as much as you can about your topic, even though you may not end up using all of the information in your final paper. Remember to keep good notes so that you can avoid accidental plagiarism. We will visit the library as a class on three separate occasions, but you will need to spend additional time researching on your own.

Step 3: Write an annotated bibliography using five sources related to your research topic. Writing an annotated bibliography is great preparation for your research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view. Your annotated bibliography should include 1) a complete citation for each source (Using APA or Chicago style), 2) should explain the main argument (thesis) of the source, 3) should evaluate the source's strengths and weaknesses, and 4) should explain why and how it is relevant to your research project. Your annotated bibliography must include a minimum of two books and two academic journal articles. This assignment is due in class on **Monday, October 15**.

Step 4: Formulate a thesis and draft an outline of your paper. Now that you have a sense of the main issues and research related to your paper topic, you need to decide how the information fits together and what the best way to present the information is. Your research paper will need a thesis. A thesis is the central argument of your paper and is, in a sense, the answer to your research question. A thesis must be arguable (i.e. not a statement of fact).

Step 5: Write a draft of your paper. Using your outline, begin to answer your research question. Your draft should be clearly and logically organized, should draw upon research, and should support your thesis. In submitting your draft, please adhere to the same guidelines listed below for the final product. A draft of your paper is due in class on **Monday, December 3**.

Step 6: Participate in a peer review process. In addition to comments from me, you will be asked to read and comment on papers from two of your classmates, and two classmates will do the same for your paper. This process, although a bit intimidating, is a great way to ensure that you are clearly communicating the message you

intend to send. The peer review process can point out places where you are not being clear or where your logic may be faulty.

Step 7: Complete revisions to your paper. Give yourself time to think seriously about the revisions you want to make. Sometimes it is nice to have a day or two to put the paper down so that you can approach it with fresh eyes. Generally saving the assignment for the night before it is due is not a successful strategy for writing high quality papers. Before handing in the paper, be sure to review the guidelines listed below and the list of “Twenty Most Common Errors” listed in the Lunsford guide.

Step 8: Submit your final draft to me in my office by 3:30 pm on **Monday, December 17**

**Research Paper Guidelines:**

- 5-7 pages in length
- Typed
- Double Spaced
- Times New Roman, 12 point font
- Standard 1-1.5 inch margins
- Page numbers
- Cover page with name, title, and date
- Works cited page (APA or Chicago Style)
- Fully proofread for spelling, grammar, and style errors
- Stapled

## **SHORT WRITING ASSIGNMENTS**

You will write three 2-4 page papers designed to connect particular experiences with concepts, questions, and themes raised in class discussions and readings. Each of these assignments is worth 5% of your final grade in the course. I expect you to develop a thesis within each paper and to develop a clear and coherent organizational structure. These assignments only require one draft, but you have the option at the end of the semester to revise one of the three assignments if you so desire. If you choose to revise one of the three assignments, the revised paper is due by Friday, December 14 in class. Revising a paper does not guarantee that you will receive a higher grade on the assignment, however, it does give you an opportunity to make improvements to an assignment if you feel like you could have done a better job on it. These assignments are designed to improve your critical thinking and writing skills by asking you to relate things from your everyday lives to concepts and ideas discussed in class.

### **Response Paper #1 Restaurant Visit Due Friday, September 28**

Spend one hour in a fast food restaurant of your choice. Take detailed notes regarding your surroundings. Pretend as though you have never visited a fast food restaurant before and you are trying to understand what is happening around you. What does it look like? What kinds of people are there? What activities are happening around you?

Using your notes, reflect on the concepts, themes, or questions raised in class discussions or readings. What aspects of your observation relate to these concepts, themes and questions? How does your experience confirm or contradict these ideas from class? Identify one concept, theme, or question that seems particularly related to what you observed during your time in the fast food restaurant.

Write an essay that analyzes your experience based on the concepts raised in this course.

### **Response Paper #2 Campus Event Due Friday, October 19**

Attend a school sponsored event of your choice—a lecture, play, concert, group meeting, or sporting event. During or immediately following the event, take notes regarding your surroundings and the event itself.

Using your experience, reflect on the concepts, themes, or questions raised in class discussions or readings. What aspects of your observation relate to these concepts, themes and questions? How does your experience confirm or contradict these ideas from class? Identify one concept, theme, or question that seems particularly related to what you observed during your time at the event. If you can't make a connection between the event you attended and the course material, you may need to attend another event.

Write an essay that analyzes your experience based on the concepts raised in this course.

### **Response Paper #3**

## **Popular Culture**

### **Due Wednesday, November 28**

Identify a book, movie, song, television show, or other aspect of popular culture that relates to concepts, themes, or questions raised in class discussions or readings.

Using your observations of the book, movie, song, or show, reflect on the concepts, themes, or questions raised in class discussions or readings. What aspects of your observation relate to these concepts, themes and questions? How does your observation confirm or contradict these ideas from class? Identify one concept, theme, or question that seems particularly related to the artifact.

Write an essay that analyzes the artifact based on the concepts raised in this course.

#### **Response Paper Guidelines:**

- 2-4 pages in length
- Typed
- Double Spaced
- Times New Roman, 12 point font
- Standard 1-1.5 inch margins
- Page numbers
- Cover page with name, title, and date
- Works cited page (APA or Chicago Style)
- Fully proofread for spelling, grammar, and style errors
- Stapled

## GETTING AQUAINTED WITH CAMPUS LIFE

Gustavus is a vibrant and active campus community with lots to see and do. As part of your participation grade for this course, I expect you to attend some of the many events on campus. Over the semester, you should attend at least one event in each of the following categories (suggestions for events are listed below, but you are welcome to attend events that fit within the category but are not listed):

1. Public Lectures
  - a. Can I Kiss You? 9/20
  - b. Lefler Lecture (9/26)
  - c. Reading in Common Lecture (9/27)
  - d. Verlyn Klinkenborg Lecture (10/9)
  - e. Peace Studies Wallenberg Lecture (10/29)
2. Theater and Dance Performances
  - a. Teatro del Pueblo (9/14)
  - b. Columbinus (10/25-10/28)
  - c. Sumunar Indonesian Gamelan and Dance Ensemble (11/3)
3. Musical Performances
  - a. Ladysmith Black Mambazo Concert (9/23)
  - b. Nobel Conference Concert (10/2)
  - c. Family Weekend Music Showcase (10/14)
  - d. Czech Philharmonic Chamber Orchestra (10/16)
  - e. Christmas in Christ Chapel (11/30-12/2)
4. Student-Led Group Meeting
  - a. College Republicans
  - b. Gustavus Film Society
  - c. Habitat for Humanity
  - d. Study Buddies
  - e. Proclaim
  - f. Asian Cultures Club
  - g. Queers and Allies
  - h. Womyn's Awareness Center
  - i. Gustavus Greens
5. Nobel Conference
6. Sporting Event
  - a. Cross Country
  - b. Football
  - c. Golf
  - d. Soccer
  - e. Volleyball

After attending the event, write a one page, typed summary of your experience and your response to the event. You should complete a minimum of three of these reflections before Fall Break (i.e. due on October 19). Your response to the Nobel Conference is due in class on Friday, October 5. The remainder of the summaries are due in class by Friday, December 14. You may turn in an event summary at any time during the semester.

## GRADING SCALE FOR WRITTEN ASSIGNMENTS

*You can earn an A or A- if you do a superior job of developing original ideas, organizing arguments logically, finding credible supporting evidence, and communicating the information without stylistic or mechanical errors. These papers present a significant and thoughtful position that is both convincing and thought-provoking. These are the kind of papers that leave a memorable and lasting impression on the reader. I reserve this grade for papers that are truly excellent, and A grades, in particular, are rare.*

*You can earn a B+, B, or B- if you do a good job developing your thesis, organizing arguments in a logical way, finding credible supporting evidence, and communicating the information without distracting stylistic or mechanical errors. These are papers to be proud of because they are very strong and reflect a clear understanding of both the assignment and the course material, however, they lack the sophistication and polish of A papers.*

*You can earn a C+, C, or C- if you do an average job of developing your thesis, organizing arguments in a logical way, finding credible supporting evidence, and communicating the information without distracting stylistic or mechanical errors. These papers reflect the minimum expectations I have for good college-level work. They clearly answer the question, but arguments may need to be more clearly developed, or supporting evidence may be inappropriate and/or lacking. These papers often contain distracting stylistic or mechanical errors or they may be poorly organized in a way that impedes your ability to construct a persuasive argument. This grade often reflects a lack of time or effort in researching, writing, revising, editing, or proofreading.*

*You can earn a D+ or D if you do a poor job of developing your thesis (you may not even have a thesis), organizing arguments in a logical way (you may not have supporting arguments or any sort of organizational structure), finding credible supporting evidence (you may not have the right kind or amount of evidence or you may not be citing that evidence properly), and communicating the information without distracting stylistic or mechanical errors. These papers reflect poor-quality college-level work with little time or effort put into the writing process.*

*You can earn an F if you do not turn in a paper, plagiarize your paper in any way, do not answer the question, and/or do such a poor job in writing your paper that it is impossible to understand what message you want to communicate with the paper.*

### Course Grade Scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	65-69
D	60-64
F	<59