Heritage I.

Identity and Culture

Carthage
Fall 1996
"If you find what you expected, you may be surprised. A new way of putting that is to say, if you predicted what you were going to do in college you have been cheated—even tuition is free.

College is really the growth of change. The major part of that change takes place when you go to the college you go to. You will learn things and questions will be asked to answer many of these.

Will you be the best you think you can be? ask yourself. For perhaps the only way you will learn to be the best you are is by making mistakes. You will be stretched to your limits. And you're not—transfer.

Timothy Healy
For President of Georgetown University
Welcome to Heritage Studies at Carthage.

We expect that you will not find what you expect in your Heritage seminars.

We expect that your Heritage seminars will stretch you till you squawk.

Like Timothy Healy, we think that genuine learning requires engaging the unexpected and asking lots of questions. We understand intellectual stretching and squawking to be necessary conditions of learning.

In Heritage seminars, through cultural studies, we will help you learn about how and why you learn.

Your learning experiences in Heritage may tend to be both intensely personal and profoundly public because through your studies of cultural legacies you will deepen your sense of who you are, while beginning to come to terms with your place in the world and its communities.

Heritage will challenge you – and your teachers – to deepen your powers of observation, analysis, creativity, and expression. You will have opportunities to explore traditional and new ways of knowing, ways of thinking, ways of communicating.

By studying unfamiliar perspectives, unfamiliar ways of looking at the world, we hope that you will begin a process of re-discovering your selves and your own cultures.

David H. Krause
Associate Dean for Academic Enhancement
Heritage Studies Seminars: 1996-1997 Catalog

These courses, taken in sequence by all students, introduce them to higher education at Carthage and help them develop competencies in cultural studies and writing, as well as thinking, reading, speaking, and listening, and cultural and intercultural studies. Heritage provides a common academic culture at Carthage. The Heritage sequence is taught collaboratively by faculty from academic departments across the college and takes an integrated approach to learning. Typically, the three courses are completed during a student's first two years at Carthage.

Heritage I (105): Identity and Culture 4 credits
This first seminar in the Heritage sequence engages some of the most basic questions of being human: who are we? how do we come to know and understand ourselves? how is self-knowledge constructed, used, and valued? The course also begins to engage questions about the nature and construction of culture itself that will be pursued throughout the sequence: what does it mean to have or belong to a culture? what does it mean to inherit or transmit a cultural legacy, a heritage? Texts will emphasize the traditions of the West; however, students will be challenged to approach the central questions about human identity through multiple intellectual and cultural perspectives. Assignments will emphasize close reading of texts and the writing of narrative and analysis. Offered during the fall term.

Heritage II (106): Community and Culture 4 credits
The second Heritage seminar, deepening the inquiries of Heritage I, engages questions about the construction, use, and value of community: How and why have men and women, in various times and places, lived together? What are the sources and consequences of social contracts? How do the arrangements for living together enhance or compromise individual identity and values? How do communities promote or inhibit liberty, justice, equality? This seminar examines multiple and sometimes competing models for living with others: for example, as family members, as religious believers, as citizens. Texts will continue to emphasize the traditions of the West; however, students will again be challenged to approach the central questions about human community through multiple intellectual and cultural perspectives. Assignments will emphasize comparative and analytical reading and writing, with attention to argumentation, use of evidence, and independent research. Prerequisite: Heritage I (105). Offered during the spring term.

Heritage III (205) Cultural Encounters 4 credits
This third and final Heritage seminar focuses on encounters between individuals and communities from different cultures. Examining what it means to have a cultural legacy—a heritage—within a complex global community, students are challenged to make personal and intellectual sense of one or more cultures beyond the borders of the West. The course intends to foster global thinking, problem-solving, understanding, and communication, by engaging questions of individuality and community, tradition and innovation, order and change, rationality and spirituality, conflict and cooperation. Texts will represent multiple world cultures. Assignments will emphasize complex analysis and synthesis, with attention to sustained independent research. Prerequisites: Heritage I (105) and II (106). Offered both fall and spring terms.
Competencies and Goals

A. Our Cultural Studies goals for Heritage I (105) are:

1. That students explore and explain how our historical and cultural positions are similar to and different from those of people from other places and times.

2. That students develop an understanding of culture as assumptions, ideas, values, and practices shaping human community; that they practice recognizing, analyzing, explaining, respecting, and questioning cultural patterns and changes.

B. Our Writing goals for Heritage I (105) are:

1. That students recognize, respect, and value voice and style in writing, including their own, and that they work on cultivating and controlling their voices.

2. That students practice techniques for constructing narratives, to learn how their own experiences can be told in ways that not only connect with the themes of the Heritage seminars, but reflect and illuminate the central ideas being examined.

3. That students practice various techniques for written response to texts and experiences—by recording observations, expressing reactions, asking questions, making connections, and developing summary statements; that students learn the processes of writing.

4. That students stress analysis in all their writing, whatever form it takes.

C. Our Reading goals for Heritage I (105) are:

1. That students recognize that the knowledge and experience they bring to a text can help them engage, question, and process what they are reading, but also that they must test their assumptions against patterns of evidence.

2. That students practice ways of using a text’s structure and organization to locate key ideas, understand relationships within the text, and understand what is most important in it.

D. Our Oral Communication goals for Heritage I (105) are:

1. That students listen carefully to what others say, taking other voices seriously.

2. That students converse openly, honestly, and with a sense of purpose.

3. That in speaking students will be sensitive to context, use reliable sources, generate ideas and judgments, and use various media effectively.

E. Our Thinking goals for Heritage I (105) are:

1. That students develop the capacity to think actively and interactively, not just react passively.

2. That students become more self-conscious in understanding how they and others view the world.
Writing in Heritage I (105):
*Opportunities, Assignments, and Portfolios*

Heritage 105 students will write frequently, both in and out of class. Over the course of the term, students will generate a considerable body of written work. The processes by which students generate their writing matters as much as their products. Student writing will be assessed on the basis of how well it exemplifies purposeful, reasoned, and imaginative inquiry.

Students will also practice
discovering and trusting their own voices in a variety of writing situations;
engaging texts through careful, disciplined reading and inquiry, often accompanied by informal writing;
making, explaining, supporting, and testing judgments through writing;
focusing, developing, and sustaining inquiry through writing;
editing and revising their own writing;
recognizing, explaining, and assessing their own writing processes.

Students will maintain a complete record of their written work in a folder called a process portfolio. At the end of the term, students will select their best work, along with the response writing and drafts that led up to it, for inclusion in an exemplary portfolio. They will also construct a self-assessment of their writing processes. This Heritage portfolio provides students and teachers with a continuing record of progress throughout the sequence.

Heritage I (105) students will practice strategies for clarifying and testing their responses to texts and experiences through writing. Writing assignments will include opportunities to record observations, express reactions, make connections, develop summary statements, and question.

Students in Heritage 105 will also be expected to give focused attention to basic composition skills, as necessary. Teachers will help students become comfortable with using Hacker's *A Writer's Reference* to help avoid errors and enhance their style.

Resources available through the Writing Center will be explained to students.
Through their response and process writing, all Heritage I (105) students should shape the equivalent of three brief, distinct essays, totalling approximately 12 to 15 pages (word-processed).

Each of these essays should show evidence of serious attention to one of the major texts of the course.

One essay should demonstrate that the student can construct a narrative in response to one of the major texts.

Another essay should demonstrate that the student can explain something significant about an episode, character, or idea through text-based analysis.

Another essay should demonstrate that the student can make and sustain a judgment about something significant in a major text, supporting that judgment with ample reasoning and evidence.

Careful planning throughout the writing processes will be essential. Firm due dates will be set by individual teachers, whenever possible in consultation with students. Once deadlines have been established, students have a responsibility to their classmates, their teacher, and themselves to meet them.

In addition, all students in Heritage I (105) will be expected to write an essay examination on Wednesday, December 11. In some meaningful ways, this examination should be comprehensive, giving students opportunities to engage texts they have not dealt with at length in other writing, and to make connections.

Oral Communication in Heritage I (105):

Most importantly, Heritage 105 fosters listening and speaking skills that enable students to participate responsibly on a range of subjects.

In addition, each student should expect at least two formal speaking opportunities (usually at least 5-10 minutes each).

Many of the same strategies practiced in writing should be cultivated and valued in speaking.

Students should be challenged both to plan what they want to say and to be extemporaneous, which is why some instructors suggest that notes for certain kinds of speaking assignments be limited to one 3x5 index card.

At least one of these speaking opportunities should be individualized; a panel discussion or other group presentation is entirely appropriate for the other opportunity, as long as each student is expected to be a full and active participant.
Collaborating

“Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.”

“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.”

—Seven Principles for Good Practice in Undergraduate Education

Your Heritage seminars remain deeply committed to these two fundamental principles for good practice in teaching/learning from The Wingspread Journal. Full participation includes in-class writing, speaking, and workshops, conversations based on course materials, and occasional out-of-class programs and activities. No notes, handouts, or make-up work can adequately compensate for your absence. This means, then, that each of you carries certain responsibilities to class:

1. To attend class regularly:
   Attendance is necessary and assumed.
   (Students who miss class frequently, or who do not prepare and participate fully, may fail the course.)

2. To come to class well prepared;

3. To listen;

4. To question;

5. To converse openly and with a sense of purpose;

6. To help create a learning environment in which you and other students feel encouraged and challenged to cooperate;

7. To respect the idea that each of you has unique talents, unique ways of learning, and unique perspectives to share;

8. To respect each other’s differences in culture, ethnicity, gender, beliefs, values.
A Note on Assessment

Please don’t mistake a letter grade for full or final assessment of your work. Because we all may be conditioned to see a letter grade as a stamp of approval or disapproval that marks the completion of a task, your teacher may be reluctant to shut down or short-circuit your process of critical inquiry by assigning such a grade prematurely.

However, you should expect your teacher to:

respond directly and in detail to the strengths and limits of your work;

suggest strategies for improvement;

give you a clear sense of just how effectively you are progressing toward achieving the goals of a particular assignment and of the course as a whole.

A Note on Academic Integrity

Since we are, in fact, interested in what you think and why you think it, be sure to emerge from all your course preparations and research with ideas and ways of expressing them that are recognizably your own. So that you will learn when, how, and why to cite sources, we will pay attention to the principles and styles of documentation in oral and written communication. Read the section “Academic Honesty Guidelines” in the Student Community Handbook.

Heritage Scholarships

To recognize the accomplishments of disciplined and imaginative students, and to encourage and celebrate the ideas of Heritage, the College established a scholarship program in the spring of 1991. This scholarship program is administered by the Heritage faculty in cooperation with the Vice President for Enrollment. Watch for an announcement of procedures and deadlines. The criteria for selection, determined and articulated by Heritage faculty for 1997-1998 awards, will reflect the philosophy, purposes, and practices of the Heritage Program.

Required Heritage I Texts

Fall 1996

With a Daughter’s Eye, Mary Catherine Bateson
The Odyssey, Homer
Hamlet, William Shakespeare
The Magic Flute, Wolfgang Amadeus Mozart
Frankenstein, Mary Shelley
A Writer’s Reference, Diana Hacker