

## Short Paper #1

**Due:** Monday at class in hard copy, February 9 (Emailed by 9 a.m. if absent.)

**Mechanics:** Paper should be 2-3 pages (minimum of two full pages). Double-spaced, 12 pt. Times New Roman font, one-inch margins, with title. Citation style should be MLA, with in-text parenthetical citations that look like this (*Meno* 88d). Include Works Cited at end of your paper.

**Author's Note:** On a separate piece of paper, write a one paragraph (about half a page) "Author's Note" that discusses the writing of the paper and the paper's strengths and weaknesses. What went well in writing the paper? What didn't? What challenged you about the writing process? (E.g., things like time management, writing a thesis, sticking close to the text, editing, getting started...) Also discuss what you see as the strengths and weaknesses of your paper. What could be improved for next time? (E.g., organization, coherency and connection of ideas, etc.) Be specific.

**Purpose:** These short papers are meant to be a chance for sustained, direct engagement with our class texts. They will critically engage ideas found in the texts and include both exegesis and textually-supported positions on questions found in or inspired by the text. The short length provides us an opportunity for practicing focused, succinct writing: these papers should be tight, and should not include anything extraneous to the point you are trying to make (in the way of too much summary, e.g.).

### Prompts:

1. Compare and contrast Plato's and Aristotle's ideas of knowledge. What is similar about how they approached this question? What is different and why are those differences meaningful? (Look to: *Meno*, *Protagoras*, *Republic* days 2 and 3, Aristotle day 1)
2. Discuss the role of education in the functioning of the state. How does education fit in with society? What is its purpose? (Look to: *Republic* day 1 and 3, Aristotle day 3)
3. Discuss the connection between inner nature or character and learning. To what extent is our process of learning or what we can know determined by our character in these texts? (Look to: *Meno*, *Republic*)
4. Choose your own! Look to your reading response questions for these past few weeks, and to blog posts (your own or others') for ideas. You may not copy your writing from a blog post, but you may explore an idea from a post in your paper if you are including new details and textual support. The focus should be on the ideas of the text rather than your own opinions—you can (and should!) express your assessment of the text's ideas, but not your own unrelated theories of what knowledge or the good is, for example.

## Short Paper #2

**Due:** Monday after Spring Break in class in hard copy, March 16. (Emailed by 9 a.m. if absent.)

**Mechanics:** Paper should be 2-3 pages (minimum of two full pages). Double-spaced, 12 pt. Times New Roman font, one-inch margins, with title. Citation style should be MLA, with in-text parenthetical citations that look like this (§67). Include Works Cited at end of your paper.

**Author's Note:** On a separate piece of paper, write a short, one paragraph "Author's Note" that discusses the writing of the paper and the paper's strengths and weaknesses. What went well? What didn't? What challenged you about the writing process? (E.g., writing a thesis, sticking close to the text, editing...) What could be improved for next time? (E.g., organization, coherency and connection of ideas, etc.) Be specific.

**Purpose:** These short papers are meant to be a chance for sustained, direct engagement with our class texts. They should critically engage ideas found in the texts and include both exegesis and textually-supported positions on questions found in or inspired by the text. The short length provides an opportunity for practicing focused, succinct writing: these papers should be tight, and should not include extraneous summary or flowery/"fluffy" introductions or conclusions.

### Prompts:

This will be a difficult paper because of the nature of our texts from the last few weeks. Focus on writing a very focused expository paper. You may make comparisons between philosophers from this unit and our last (e.g. Kant and Plato) or between philosophers included in this unit (e.g. Kant and Hegel), but you *must* engage at least one of the following: Locke, Kant, or Hegel.

1. Explain Locke's thesis about the persistence of personal identity over time. What other accounts is he rejecting and why? Where does he locate personal identity? What does he mean by consciousness? (Look to the readings from Locke—reading rest of the chapter may be a good idea—and to the Della Rocca lecture I showed a clip of, which is a three part series on youtube.)
2. Explain Kant's claim about the distinction between phenomena and noumena. What is he fundamentally saying about what we can know? How does this compare with Plato or Aristotle's theory of knowledge (the Forms, the various "kinds" of knowledge represented by the intellectual virtues)?
3. Discuss the way knowledge and identity are intertwined in Hegel's "Sense-Certainty," "Lordship and Bondage," or both. Does our knowledge depend on the "I"? Does our identity depend on the knowledge others have of us?
4. Choose your own! Look to your reading responses and blog posts for ideas. You may not copy your writing from a blog post, but you may explore an idea from a post in your paper if you are including new details and textual support. The focus should be on the ideas of the text rather than your own opinions—you can express your assessment of the text's ideas, but avoid expounding your own theories as to what the true nature of personal identity is, for example.

### Short Paper #3

**Due:** Monday April 13 hard copy in class. (Emailed by 9 a.m. if absent.)

**Mechanics:** Paper should shoot for three full pages. Double-spaced, 12 pt. Times New Roman font, one-inch margins, with title. Citation style should be MLA, with in-text parenthetical citations that look like this (129). Include Works Cited at end of your paper.

**Author's Note:** On a separate piece of paper, write a short, one paragraph "Author's Note" that discusses the writing of the paper and the paper's strengths and weaknesses. *In this Author's Note, specifically focus on what has changed (if anything) between the writing of the last couple short papers and writing this one. Have you improved on anything you noticed as a weakness at the beginning of the semester? If not, why not? What do you think you learned from writing this paper (conceptually, or skill-wise). If nothing, interrogate what would need to change for the experience to improve and for you to benefit from it.*

**Purpose:** These short papers are meant to be a chance for sustained, direct engagement with our class texts. They should critically engage ideas found in the texts and include both exegesis and textually-supported positions on questions found in or inspired by the text. The short length provides an opportunity for practicing focused, succinct writing: these papers should be tight, and should not include extraneous summary or flowery/"fluffy" introductions or conclusions. The focus should be on the ideas of the text rather than your own opinions—you can express your assessment of the text's ideas, but avoid expounding your own theories as to what the true nature of personal identity is, for example.

#### Prompts:

1. Compare Rousseau and Dewey on the nature and role of freedom in education.
2. Where, how, and why does Freire draw on Hegel's Master-Slave Dialectic in Ch. 2 of *Pedagogy of the Oppressed*?
3. Compare Foucault and Plato's (*Republic*) conception or use of power and describe the role of power in each *as it relates to the formation of identity (subjectivity)*.
4. Interrogate/analyze one of Gatto's "seven lessons" of the hidden curriculum using a complex understanding of power that draws on at least two other thinkers from this unit (Rousseau—strength vs. weakness, Dewey—social control, Foucault—networks of relations).
5. Choose your own!\* Look to your reading responses and blog posts for ideas. You may not copy your writing from a blog post, but you may explore an idea from a post in your paper if you are including new details and textual support.

**\*You must clear your topic with me by 11 a.m. Friday, April 10 if selecting your own, preferably by coming to office hours on Friday or by setting up an appointment with me during the week.**

## Long Paper

**Due:** Night of Wednesday, May 6, at midnight. Papers should be **emailed as WORD DOCS**.

**Mechanics:** Paper should be 6-8 pages, minimum of six **FULL** pages. Double-spaced, 12 pt. Times New Roman font, one-inch margins, with title. Citation style should be MLA, with in-text parenthetical citations that look like this (129). Use paragraph symbol (§27) and side page numbers (1029a-d) when appropriate. Include Works Cited at end of your paper.

**Author's Note:** No author's note required.

**Purpose:** Like the short papers, this paper is meant to be a chance for sustained, direct engagement with our class texts. It should critically engage ideas found in the texts and include both exegesis and textually-supported positions on questions found in or inspired by the text. Writing should be focused and succinct, without extraneous summary or flowery/"fluffy" introductions or conclusions (though you should have a concise introduction that includes the full thesis and a "roadmap" where we are going; similarly your conclusion should also serve as a brief "roadmap" of where we have been, though without excessive repetition). The focus should be on the ideas of the text and how they relate to one another.

### Prompt:

Pick two authors/figures:

Socrates, Plato, Aristotle, Locke, Kant, Hegel, Rousseau, Dewey, Foucault, Freud, Freire (and/or Gatto, but do not use Freire and Gatto as your two figures)

Pick two themes:

Knowledge, Education, Identity, Experience, Power

**Using two authors we have read this semester, analyze how one of our class themes influences another within those authors' texts. For example:**

How does education influence identity in Rousseau and Gatto?

How are power and education connected in Foucault and Plato?

How are experience and knowledge related in Aristotle and Dewey?

How does identity effect knowledge in Kant and Hegel?

How are experience and identity intertwined for Locke and Freud?

### **Option Two:**

You may expand on a previous paper, *but you will probably need to re-write the bulk of that paper to fit the new direction and flow of the long paper, so do not select this option purely or primarily in order to cut down on work*. Select this option only if you are *passionate* about continuing your analysis of a previous topic. If you choose this option, you **MUST meet with me in person during office hours or at a scheduled appointment by Monday, April 27** to clear your proposal. I reserve the right to direct you to the first topic if, after our discussion, I do not think the expansion is tied closely enough to the texts or will otherwise work within the framework of this assignment.