HON 110 First Year Seminar in Honors: Text and the City

Instructor: Steven Courtemanche   Phone: 978-846-2697
Fall 2016 M/W 3:30-6:20   Email: steven_courtemanche1@uml.edu
Office: N/A   Office Hours: 1 hr. before/after class
Class Location: Campus: South

GENERAL COURSE OBJECTIVES (from the UML catalogue description):
“The First Year Seminar in Honors (FYSH) uses Lowell as its text. Rich in history and culture, and the students’ home for the next four years, the City of Lowell offers a perfect topic to promote connections while learning how to view the city through the lens of the humanities. Students will develop library research skills, including facility with primary and secondary sources, and an appreciation for the narratives that lie in buildings, objects and what people leave behind. Activities include field trips, readings, writing and artistic interpretation. As important, students will have the opportunity to form strong connections to each other, to the faculty and to the community.”

This is a seminar class, so attendance is an expectation, as is energetic participation. Be a presence in the class; generate ideas, theories and interpretations; have a voice and be heard. Students are 50% responsible for what happens in class!

GOALS
Students will:
• learn about the history of Lowell: its industrial and pre-industrial past, the role of immigration in shaping and sustaining the city and its more recent rejuvenation and artistic renaissance.
• read and interpret a variety of texts including historical, artistic and literary.
• think critically about the role of place in our lives.
• identify the differences between primary and secondary sources in research and scholarship in the humanities, describe the strengths and limitations of each, and produce an annotated bibliography that draws on both types of resources.
• produce academic and creative responses to course content in writing and other modes.
• identify resources on campus and in the community for research into Lowell history and culture.

CORE CURRICULUM
This course fulfills a Humanities requirement for our Core Curriculum. As such, it emphasizes critical thinking and clear communication skills, both of which are necessary for success at this university and in life. The interdisciplinary nature of this course helps facilitate critical thinking by asking students to synthesize methodologies and concepts from different academic disciplines. This combination of inquiry, interpretation, and application of knowledge will strengthen students’ ability to think critically in an academic setting.

Clear communication is emphasized as students formulate arguments about history, art, literature, and culture through weekly response papers in which they advance a thesis about a reading or activity and support it through use of evidence: quotations from the week’s reading, independent research, observations from a field trip, etc. Furthermore, students are required to participate in class discussions and oral presentations.

REQUIRED TEXTS:
The Belles of New England by William Moran
Jack Kerouac: A Biography by Tom Clark
Children of Cambodia’s Killing Fields: Memoirs by Survivors by Dith Pran
Handouts related to Kerouac, the history of UMass Lowell and the city, etc.

SUGGESTED TEXT (to be read before our Kerouac Discussion):
*On the Road* by Jack Kerouac—because it’s essential to, perhaps defining of, the Beat Movement and certainly it’s one of those books everyone should read.

ASSIGNMENTS:
[Note: All assignments that require research will use MLA formatting for citation and bibliography.]

Online paper formatting guide:
https://owl.english.purdue.edu/owl/resource/747/01/

Annotated Bibliography: An annotated bibliography is a collection of citations of books, articles, documents, etc. (made up of both primary and secondary sources) sharing a common theme. Each bibliographical entry will be followed by a summary paragraph and an evaluation/reaction paragraph. I would also like an introduction to the theme and a summative response to the thematic body of research. You will include 8-10 documents with at least 3 being primary source documents. [100 points]

Presentation of Research Topic: You will, after completing your annotated bibliography, present your findings to the class (using PowerPoint, Prezi, or some other format). [25 points]

Required Texts Responses: [3 @ 50 points]:

*Each response requires textual citation and a proper bibliography. 3+ pages each.

*Children of Cambodia’s Killing Fields: Memoirs by Survivors:* This will be a reaction paper. Please show me through your response that you have read the book in its entirety. Provide insights and reactions to the text. React to specific moments, passages and events. Perhaps pursue a consistent thread throughout the book. Be sincere and expansive. (3-4 pages. No maximum. Approx. 10 citations/direct evidential support.)

*Jack Kerouac: A Biography:* This will be an essay encompassing your responses to the following questions. What factors (events, people, environments, etc.) helped shape the author and influenced certain aspects of his personality/psyche and art? How are aspects of his life reflected in his work? How did success affect Kerouac and his work? What effects did his delayed success have on him? How did he affect the literary world? Why is his work important? (3-4 pages. No maximum. Approx. 10 citations/direct evidential support.)

*The Belles of New England:* From *The Library Journal:* “This is a history of the textile mills of New England, the women who worked them, the owners who ran them, and the environment both physical and social in which they operated. A popular history written in a folksy style, it leaves out the analysis a scholarly treatment would provide but offers citations and a bibliography to give it authenticity. Moran tells the stories of many of the largest mills (in Lowell, Lawrence, and Waltham, MA), from their founding by Boston Brahmins to their ultimate demise in the 20th century. The longest section of the book deals with Irish and French Canadian immigration to these mill towns and the desperate attempts by these immigrants to make a life in their new surroundings. Difficult relations with the Yankees, isolation and
discrimination, anti-Catholic violence, and monstrous health and safety conditions prevailed, making for engaged yet troubling reading. [T]his book is an excellent read, both gripping and informative.”

Respond by tracing some unifying thread throughout the text. Show that you have read it in its entirety. (3-4 pages. No maximum. Approx. 10 citations/direct evidential support.)

Photo-essay Assignment: Use photos and text to create a nifty artistic endeavor inspired by some aspect, location or quality of our fair city of Lowell. [50 points]

Immigration Interview: Students will make arrangements to interview a Lowell immigrant. Students will turn in a 1-2 page single-space interview regarding the interviewee’s culture and immigration experience. [extra credit/optional]

Class Participation and Required Field Trip Attendance: While the filed trips we take will be fun and engaging, they are also required. You are also required to make your presence known and your voice heard during class discussions and activities. You should come to class fully prepared to discuss any readings or assignments for that day and should participate in all class field trips and activities, asking questions and making observations as appropriate.

Absences and Late Assignments: Attendance is expected in a seminar class. Missed assignments due to legitimate/excused absences must be made up. Unexcused late assignments will be deducted 10% for every day they are late. Make sure to contact me by email as soon as possible to explain any extenuating circumstances. The determination of legitimate absences will be made by me.

Grades:

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Plagiarism and Cheating: When you use sources/research for assignments in this class, or any other university class, you are expected to give due credit to your sources using proper methods of citation. You will use MLA format for in-text citations and Works Cited pages. Lecture material from my class does not need to be footnoted, but that is the only exception. Evidence of plagiarism and/or cheating on any of my assignments will result in zero credit for the assignment and may lead to a formal disciplinary procedure. Please refer to http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm for a detailed outline of the university’s policy regarding academic integrity.

Classroom/Course Accommodations: Please let me know if you have any special learning needs so that I can accommodate as necessary, whether it’s as simple as a seating arrangement (ex. for vision/hearing issues) or something that requires documentation from Disability Services. In accordance with University policy and the ADA, I will provide accommodation for students with documented disabilities. If you have a disability, please contact the Office of Disability Services as soon as possible. Their office is on North Campus, Cumnock Hall C6. Phone: 978-934-4574 Email:
disability@uml.edu. The centers for Learning and Academic Support Services provide many resources, including tutoring in writing: http://class.uml.edu.

A Note on Classroom Conduct: In this class, and in all classes at the University of Massachusetts, Lowell, students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom. Examples of inappropriate behavior include text messaging, listening to music and cell phone use during class, late arrivals, early departures, use of laptops for other than class purposes, disrespectful comments or behavior, intentional disruptions and failure to follow faculty directives. Students in violation of these standards may be asked to leave class and/or be referred to the Dean of Students for disciplinary action.

SCHEDULE OF CLASSES:

WEEK 1 [MON 9-12] [WED 9/7]
Why are we here? The City of Lowell, City of Firsts: Introduction and History. A look at some maps and a look at the history of East Chelmsford (which, of course, became Lowell). We’ll discuss the syllabus, assignments, expectations, the Commonwealth Honors College, etc.

WEEK 2 [MON 9/19] [WED 9/14]
Interview and presentation activity. Constructing effective questions. Creating the narrative.

WEEK 3 [MON 9/26] [WED 9/21]
Boot Mill and Wannalancit Visit. The physics of why we’re here and a river walk.

WEEK 4 [MON 10/3] [WED 9/28]
Center for Lowell History. Here we will look at research as it pertains to primary documents and also go on a brief walking tour with Tony Sampas. Belles of New England essay due today.

WEEK 5 [TUE 10/11] [WED 10/5]

WEEK 6 [MON 10/17] [WED 10/12]
The Loading Dock Gallery. We will meet at the gallery at 3:30 sharp for a tour.

WEEK 7 [MON 10/24] [WED 10/19]
Research Orientation. I will provide you with an orientation of the library’s resources and help you begin/continue the process of research and the functional use of databases. Discuss also responsible use of information in the 21st century. Kerouac essay due today. Discuss book, Jack, essays.

WEEK 8 [MON 10/31] [WED 10/26]
Walking tour with Dick Howe downtown.

WEEK 9 [MON 11/7] [WED 11/2]
Discuss the book, the Cambodian people and their experiences in Lowell. Also, immigration to Lowell through the years. Children of Cambodia’s Killing Fields essay due today.

WEEK 10 [MON 11/14] [WED 11/9]
View the film: Enemies of the People
WEEK 11 [MON 11/21] [WED 11/16]
Presentation of Photo Essay Assignment.

WEEK 12 [MON 11/28] [WED 11/30]
Annotated bibliographies due. Presentations of Annotated Bibliography Research Project

WEEK 13 [MON 12/5] [WED 12/7]
Annotated bibliographies due. Presentations of Annotated Bibliography Research Project