

First Year Seminar
Learning in Common (LINC) 101 L: Germany and the Body
Comenius 309 TRF 10:20-11:30 Fall 2015
 (Guidelines subject to change)

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This course is your First Year Seminar (FYS). It is an introduction to college-level thinking, writing, and work. It is an introduction to the liberal arts and liberal education. The topic of the course is the German body. We think we know our bodies. We know how they move, run, walk, jump, and get tired. We know how they consume food and drink, how they shiver and sweat, how they desire rest, and how they get sick. Yet, over the course of history, the body has changed. The knowledge of our bodies has changed. The spaces the bodies occupy have changed. In this course we explore how Germans saw and used their bodies in the 1920s. We explore boxing, tennis, and track and field. We engage these themes through readings, discussions, analysis of images, films, and writing.

A Word from Student Advisor

My name is David Gaspar. I am a senior and extremely excited to be a part of your first year experience. My purpose is to help guide your first semester and be here to answer any questions along the way. I will be at most of your class sessions and will be available for tutoring outside of class. Please see my office hours above. The First Year Seminar is meant to introduce you to liberal education, help bring you to college level work, and assist in the adjustment from high school to college. It will be a great first semester!

Objectives. The course has following objectives.

1. We will learn to understand the main developments of the human body since Ancient Greece.
2. We will learn college-level thinking. What is a thesis? What is evidence? How to support a thesis with evidence? How to define a question? How to explore one's interest and define it as a theme and topic?
3. We learn college-level, analytical reading. How to read fast and extensively? How to do close reading? How to identify the thesis or main argument of the text? How to take notes?
4. We learn college-level, research-based writing. How to collect data? How to collect research literature? How to organize a working bibliography? How to take notes? How to

organize writing process? How to draft? How to revise drafts? How to manage time?

5. We will also learn to use our electronic devices – laptops, phones, and Ipads – to organize our work, to collect data, and to write effectively.

6. This course is your introduction to college. We learn the meaning of liberal arts and liberal education. We learn to challenge our ideas and ways of thinking and those of others in the college community.

Evaluation

Final Paper	30%	Bibliography	5%
Reflection Papers (9)	9 %	Peer Reviews (2)	6%
I Draft	8%	Presentation	5%
II Draft	8%	Notes (5)	10%
Intellectual Autobiography	10%	Each absence after second	-6%
Quizzes (3)	9%		

Quizzes. There will be five (5) quizzes. You should take the quizzes as a tool to improve your reading skills. Each quiz has five terms or names that you have to identify historically by defining the term, providing the appropriate location (allover Europe is not a location), and time period. The terms are almost exclusively from the headings or subheadings of the textbook. By focusing on these central terms and names you learn to concentrate on what is essential in the text.

Reflection Papers. For designated class sessions you will write a reflection paper of 300 words by exploring the structure and content of the text. Bring your reflection papers to class and share them with your partner who will then review them. The reflection papers will be graded on pass/fail basis.

Paper. This is the centerpiece of this class. Your goal is a 12 to 15 page research paper. Since we understand writing as a process, there are multiple steps that take you toward this goal. The first half of the class you will learn effectively to read, take notes, and collect ideas and materials. In the second half the focus will be on your research paper. The process starts with the selection of a theme and topic. Then follows the preparation of a working bibliography. The next step is the long process of reading materials and taking notes. Then comes the first draft, followed by a peer review. Before the final version you will write the second draft, followed by a peer review. Most of these steps are graded on pass/fail basis. To pass you have to demonstrate serious work and timely submission. The final version will be given a letter grade. For more detailed expectations for peer review, bibliography, and the research paper see the instructions at the end of the syllabus.

Presentation. During the last three sessions you will have the opportunity to give a 10-minute presentation of your research topic. After the presentation there is time for public discussion. For the evaluation and expectations of the presentation see more detailed instructions at the end of the syllabus. The presenter has to submit me a copy of his or her paper presentation two days before the presentation.

Intellectual Autobiography, *Lebenslauf*. Since the eighteenth century, all Moravians wrote an autobiography, a *Lebenslauf*. I ask you to join this Moravian tradition. Write an autobiography about your intellectual life until you entered Moravian College. Tell about **the ideas and thoughts** that influenced you and your **formative intellectual** experiences. Do not forget the wider world, your family, your community, your neighborhood, and the country you live in. I will grade this work pass/fail. I will not share your story with a third person without your permission. This is an account for yourself about your intellectual self. But I do care that you write the required length of 10 pages.

Participation in Class. I expect you to have read the text(s) assigned for the class session **before** you come to class. I also expect you to have all the materials assigned for the class session with you. This is a seminar in which much of the work happens in class. You will read, analyze, dissect, interpret, and write on the materials in class. The main aspect of participation is asking questions. Find links to your other classes from any discipline and open a new perspective to the topic at hand. My classroom approach is Socratic.

Expected Workload Outside of Class. The tests and class work have been designed with the expectation that you prepare for each session at least two hours. Additional work outside of class is needed at least 6-7 hours. The total estimated workload for this class is at least 10-11 hours.

Attendance Policy. You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade (6%) unless you have a doctor's note or a written explanation from a coach. Please come in class in a timely fashion. When class has started you cannot leave the classroom because it greatly disrupts the discussion. Make sure you have taken care of your personal needs (bathroom, food) before class has started. The only exception is coffee, the drink of intellectual stimulation and critique.

Late Policy. All assignments are to be handed in at the end of the class in which they are due. No electronic submissions are allowed without a special permission. Late papers will immediately receive a 5% late penalty and 5% will be deducted for each day thereafter.

Electronic Devices Policy. In general you are not allowed to use electronic devices in class including laptops, netbooks, cell phones or tablets (I-pads). To set the policy we will have a conversation and then an agreement that binds everybody. The conversation will cover following themes: note taking, internet browsing, texting, reading electronic texts.

Support Policy for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center located on the lower level of Monocacy Hall or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Texts

- Erik N. Jensen. *Body by Weimar. Athletes, Gender & German Modernity*. Oxford: Oxford University Press, 2010.
- Behrens, Laurens and Leonard J. Rosen. *A Sequence for Academic Writing*. S.I: s.a.

SCHEDULE

Date	Theme
Tue Sept 1	Introduction
Thu Sept 3	Jensen, Acknowledgements/ Academia/ Doing Research/ Due: Reflection paper on why do you think one writes acknowledgements and what it tells the reader. Your reflection paper should be at least 300 words (it can be longer).
Fri Sept 4	Student Affairs: Sex Signals
Tue Sept 8	Jensen, Introduction/ Reading/ Due: Reflection paper on what is the introduction for.
Thu Sept 10	Jensen, Introduction/ Thesis, Evidence, Discussion/ Due: Reflection paper on what is Jensen's thesis, what evidence he uses to support it, and who are the other scholars whose interpretations he discusses.
Fri Sept 11	Student Affairs: Counseling Center, Health Center and Religious Life
Tue Sept 15	Germany in the 1920s/ Lecture/ How to take lecture notes?
Thu Sept 17	Jensen, Body, 15-33/ Paper Topic: How to Find One?/ Due: Reflection paper on the thesis, evidence used, and other historians discussed by Jensen in this chapter (see handout).
Fri Sept 18	Student Affairs: Academic Support Center
Tue Sept 22	Jensen, Body, 33-49/ Paper Topic: Questions and Interests/ Due: Reflection paper on the thesis, evidence used, and other historians discussed by Jensen in this chapter.
Thu Sept 24	Cohen Lecture: Karen Armstrong: Religion and Violence/ Johnston Hall, 10-12
Fri Sept 25	Student Affairs: Career Development Center
Tue Sept 29	Jensen, Body, 50-71/ Paper Topic: Narrowing on Themes and Topics/ Due: Reflection paper on the thesis, evidence used, and other historians discussed by Jensen in this chapter.
Thu Oct 1	Jensen, Body, 71-98/ Quiz 1/ Paper: Creating a Bibliography for Your Research Paper/ Due: Reflection paper on the thesis, evidence used, and other historians discussed by Jensen in this chapter./ Due: A Typed Statement of Your Paper Topic (see handout)
Fri Oct 2	Student Affairs: Student Involvement and Leadership
Tue Oct 6	Jensen, Body, 99-133/Quiz 2/ Exploring Liberal Arts, Meeting with Professors/ Due: Reflection paper on the thesis, evidence used, and other historians discussed by Jensen in this chapter.
Thu Oct 8	Jensen, Body, 134-141/Quiz 3/ How to Take Notes for your Research Paper?/ Due: Reflection paper on the thesis, evidence used, and other historians discussed by Jensen in this chapter./ Due: Bibliography (see handout)
Fri Oct 9	Student Affairs: Center for Intercultural Advancement and Global Inclusion
Tue Oct 13	Fall Recess
Thu Oct 15	Workshop on Doing Research/Writing a Lebenslauf/ Due: Notes (1) (see handout)
Fri Oct 16	Individual Meetings
Tue Oct 20	Workshop on Doing Research/ Due: Notes (2)
Thu Oct 22	Workshop on Doing Research/ Due: Notes (3)

Fri Oct 23	Individual Meetings
Tue Oct 27	Workshop on Doing Research/ Due: Notes (4)/ Due: Report on meeting with professor
Thu Oct 29	Workshop on Doing Research/ Due: Notes (5)
Fri Oct 30	Moravian Archives/ Due: Lebenslauf/We'll meet in 305 Comenius Hall and walk over to the Archives
Tue Nov 3	Writing/Writing in Class/ Requirements for a Research Paper
Thu Nov 5	Writing/ Writing in Class
Fri Nov 6	Library Session. Meeting in the Reeves Library at the Reference Desk.
Tue Nov 10	Writing/ Writing in Class (Thesis and Introduction)
Thu Nov 12	Writing/ Writing in Class (Thesis and Introduction)
Fri Nov 13	Writing/ Writing in Class (Body)
Tue Nov 17	Writing Workshop/ Due: Draft of Your Research Paper (see handout)
Thu Nov 19	Writing Workshop: Peer Review/ Due: Peer Review Report (see handout)
Fri Nov 20	Writing Workshop/ Revising
Tue Nov 24	Writing Workshop/ Revising
Thu Nov 26	Thanksgiving Recess
Fri Nov 27	Thanksgiving Recess
Tue Dec 1	Presentations
Thu Dec 3	Presentations
Fri Dec 5	Presentations
Tue Dec 8	Due: Second Draft
Thu Dec 10	Writing Workshop: Peer Review/ Due: Peer Review Report (see handout)
Fri Dec 11	Writing Workshop/ Revising
Thu Dec 17	Due: Final Paper

Peer Review Report

1. Write and type a review on the paper of your partner. The review should be in essay format.
2. The length of the comment is 350 words.
3. Pay attention to universal revision:
 - a. Clarity of the argument and/or question
 - i. Is the introduction good? Does it include all required components?
 - ii. Are the conclusions appropriate?
 - b. Use and analysis of sources
 - i. Is the analysis accurate?
 - ii. Is it compelling? Does it support the overall argument
 - iii. Is it sensitive to the text?
4. Give clear advice how to improve.

Draft

Your draft should follow the general guidelines for the research paper (see below). It should be as complete as possible.

Guidelines for Research Paper

I ask you to follow guidelines that are loosely historical. As an historian I feel most comfortable with this format and can provide you the best guidance.

Historians take data from sources. Sources are divided as following:

- I. Primary Sources
 - a. Texts from the past
 - b. Artifacts from the past
- II. Secondary Sources; scholarship about the past
 - a. Research monographs
 - i. books
 - ii. articles
 - b. Textbooks

Select 1 to 2 primary sources. A primary source has been written by somebody who actually lived and experienced the events of the time period. For instance, Napoleon's diary is a primary source because Napoleon wrote it as an actor of his time.

Select also 3 to 4 secondary sources of which at least two are books. They help you contextualize the ideas of the primary sources. Your textbook is a secondary source. It has been written by scholars who used primary sources to study the past. You will also need at least two additional books and an article or two to give you in depth information about your topic. These books and articles must be scholarly monographs that include a bibliography and footnotes (source references). You are **not allowed to use Internet secondary sources at all** unless they are in PDF-format.

The length of your paper is 12 to 15 pages. A good paper has a structure as follows:

a. Title

Formulate a clear and informative title for your paper.

b. Introduction

The introduction is an important part of your paper. It should include a clear statement of your thesis that you will explore and support in your paper. The thesis should be formulated in such a way that you can prove it with your sources. Second, introduce shortly the sources from which you will gain the evidence. If you contest a competing theory or interpretation – and I encourage you to do so – mention it shortly in the introduction. Finally, in few lines mention how you will proceed in your paper, how you will break down the thesis into smaller theses that you will discuss in your paragraphs.

c. Body

The body is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the

smaller theses and use carefully and critically the evidence from your sources.

d. Conclusion

The conclusion mentions your findings, i.e., what was your thesis and how the data from the primary source supported it. It is also important that you mention the limitations of your findings. You haven't explained everything but only a fragment of a large problem confined to its time, place, and your narrow source base. You might use the opportunity to make specific suggestions for further research.

e. Bibliography

Add a well-organized bibliography of those books that you actually used in your paper. Use the guidelines above.

f. Style

Use clear and grammatically correct academic language without hyperbole and emotional expressions. Academic language has been designed to convey observations and interpret these observations. Use the language of observation and be as innovative as possible in conveying the nuances and details of your primary source. For historical observations most important are time and place. Be specific with time and place. Use past tense.

When you quote from a primary source, use quotation marks ("..."). If the quotation is longer than five lines, indent the quotation and do not use quotation marks. All direct quotes have to be cited (footnoted). With secondary sources you should avoid direct quotations and instead use your own words in incorporating text from them. Whether you use text or information from a primary or secondary source, you should always use footnotes to refer to your source. At the end of your paper, provide a bibliography of the books and articles that you have used. We use a modified Chicago style.

g. Footnotes (Source References)

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources. The first reference to any source gives the full bibliographic information of the source.¹ Any subsequent reference to the same source uses a shortened form like this.² See the examples at the bottom of this page.³ A footnote can also include a short commentary on the text it refers to.⁴ It is placed right after the sentence, "on the right side of a period and parenthesis as in this sentence."⁵ Most often the footnote is at the end of a paragraph.

¹Lynn Hunt and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995, 471.

²Hunt. *Challenge*, 474.

³Machiavelli. *The Prince*, 120.

⁴For a different interpretation, see Stearns and Stearns. "Emotionology," 810.

⁵Karl Marx, *Manifesto of the Communist Party* (Moscow: Progress Publishers, 1969); Marx/Engels Internet Archive, 2000. <http://marxists.org/archive/marx/works/1848/communist-manifesto/index.htm> (accessed January 13, 2010).