

THIRD-YEAR SYMPOSIUM
K20.1800.001, Monday 12:30
New York University, Gallatin School of Individualized Study
Spring 2009

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DESCRIPTION OF SYMPOSIUM

In this class we will survey methods of interdisciplinary study and ask you to consider how they operate within your own concentration. By the end of the semester you will have drafted, revised, and completed your colloquium rationale. The Symposium will be organized in three phases. In phase I, we will survey conceptual frameworks that help expose recurring concepts and methods of individualized study. These include frameworks for 1) finding the history of your topic and ideas, 2) understanding how you have learned to compare ideas or practices (i.e. across cultures, belief systems, disciplines), 3) analyzing the forms (i.e. media, rhetoric, genre, etc.) of representation and expression pertinent to your topic, 4) reflecting upon the relevance of your non-classroom, experiential learning. The first phase of the course will include several faculty guest lectures and opportunities to form students working groups organized around common concentration interests. In phase II, the class will not meet as a group; rather, students will meet with their working groups, advisers, and course instructors as they draft a rationale that precipitates and anticipates the inquiry to be undertaken in the colloquium. In phase III, the class will resume as a group to share rationales and booklists, develop strategies for the colloquium, and continue the exchange of ideas within student working groups.

REQUIREMENTS AND EVALUATION

Required writing: A series of short weekly assignments, drafts of rationale and booklists, including a final draft with adviser's signature in early April. See syllabus for deadlines.

Required reading: Weekly readings will be posted on blackboard.

Attendance: mandatory. More than one unexcused absence is unacceptable and will result in a failing grade.

Adviser meetings: You will be required to meet with your adviser at least twice before April 6. You must bring proof of the first meeting to class on February 23.

COURSE SCHEDULE

Phase I: Frameworks and Foundations

January 26

Introductions

In class: Students fill out forms that help us organize Affinity Groups.

Discussion of "Megalist" assignment due next week

February 2

Where to Begin?

Assignment Due: Megalist

This week we will cover basic principles and procedures related to the rationale, booklist, and colloquium. We will discuss the range of possibilities for your colloquium topics and begin to map them out. We'll discuss questions such as these: What is a rationale? What is the booklist? How does it relate to the colloquium and concentration? What kinds of texts are acceptable--do they have to be books?

In class: Affinity Groups meet for the first time.

AG discussion prompt: Identify common texts on your megalists and discuss their main arguments and import to your topics, still broadly conceived.

February 9

Historicizing Your Topic

Guest speakers: Stephen Duncombe and Alejandro Velasco

Read: excerpt from Marc Bloch, The Historian's Craft

Assignment Due: rough abstract of rationale you may write (200 words)

AG discussion prompt: Discuss the various ways your group's common interest can be approached historically. Use this conversation to think about how your reading list will include ancient and modern texts and whether your list should include particular authors because of their historical influence within your field(s).

February 16

No Class / Presidents' Day Holiday

Phase II: Drafting and Revising

February 23

Thinking Comparatively

Guests: Bradley Lewis and Ritty Lukose

Read: *TBD*

Assignment Due: *With last week's discussion in mind, come to class with a brief description/mind map of 1-3 ways you could trace an historical trajectory within your topic. ALSO: formulate 1 - 3 questions that are at the heart of your topic. LASTLY: come to class with proof (e.g. signature) of first meeting with adviser.*

AG discussion prompt: discuss how comparative thinking operates within your developing colloquium topics.

March 2

Modes Of Analysis And Argumentation

Guests: Stacy Pies and Matthew Stanley

Read: *TBD*

Assignment Due: *First draft of the booklist.*

AG discussion prompt: Choose one "common text" that will appear on the reading list of everyone in your group. Discuss its main arguments; be able to formulate them verbally; begin to think it comparatively and historically.

March 9

Learning From Experience

Guests: Kristin Horton and David Moore

Read: *TBD*

Assignment Due (to be completed by each group member individually):

An abstract of your group's common text (paraphrasing its central argument(s); including a brief discussion of its historical context (when was it produced? How does it reflect its time of production? How does it relate to other texts before and after?); and a close reading of a crucial line, paragraph, or passage.

AG discussion prompt: How have internships and other experiential learning activities informed your concentration and how is this reflected in your thinking about the senior colloquium? Your discussion should cover some readings that help form connections between your topic and your experience.

March 16

NO CLASS / SPRING BREAK

March 23

No class meeting. Drafting with adviser meetings

March 30 **No class meeting. Drafting with adviser meetings**

April 6 **Class Lunch -- Adviser-signed rationales due today**

Today you'll submit your rationales with your adviser's approval signature. To celebrate this major event we'll have a class party and conversation about the next phase: responding to revision requests from the second readers and preparing for the colloquium itself.

Phase III: Preparing for the Colloquium

April 13 **No class / Affinity Group Meetings**

April 20 **Group Colloquia**

During the final three weeks of the semester, student affinity groups will present their common project to the rest of the class. In these presentations, students will discuss their "common text" as if they were participating in the actual senior colloquium. After introductory remarks and dialogue within the panel, the discussion will be opened to questions and comments from the teachers, other students, and guests.

April 27 **Group Colloquia**

May 4 **Group Colloquia**