

FALL 2005 UNST 121G: FORBIDDEN KNOWLEDGE

You may download a printable pdf version of this document at
http://www.marthabianco.com/Courses/FK/121sympolicies_f2005.pdf

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Web Pages: [Class Home Page](http://www.marthabianco.com/Courses/FK/WelcomePacket.htm), at <http://www.marthabianco.com/Courses/FK/WelcomePacket.htm>
[Forbidden Knowledge Theme Page](http://www.marthabianco.com/Courses/FK/ForbiddenKnowledgeThemePage.htm), at [http://www.marthabianco.com/Courses/FK/ForbiddenKnowledgeThemePage](http://www.marthabianco.com/Courses/FK/ForbiddenKnowledgeThemePage.htm), at [http://www.marthabianco.com](http://www.marthabianco.com/Courses/FK/ForbiddenKnowledgeThemePage.htm)
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Office Hours: 7:30 - 8 a.m., 11:00 – 12:00 noon. T and Th; **and by arrangement**
Class Time: T and Th, 9:30-10:45 a.m.
Location: CH 201
Mentor: Drew Long, 503-413-9355, lonar@pdx.edu
Mentored Sessions: T & Th, 8-8:50 a.m., 11-11:50 a.m., and 12-12:50 p.m. **Held in CH 247**
Support Liaisons: Academic Adviser and International Student Liaison: Mark Isham, 503-725-4005, misham@pdx.edu, 425 SMC
Library Liaison: Sharon Elteto, Instruction Librarian, 503-725-4190, eltetos@pdx.edu, 280H ML

COURSE DESCRIPTION:

This is a year-long [freshman inquiry](#) (frinq). As with all frinqs, students attend a lecture session with the professor for two and a half hours a week; they also attend a smaller lab/discussion session with a [mentor](#) for two hours a week. All freshman inquiries are structured around a topical theme. The theme for this frinq is “forbidden knowledge” – knowledge that is sacred, profane, unattainable, or prohibited. More specifically, during fall term, this course will examine the following topics:

- ❖ ***Deconstructing the Learning Process:*** exploration of the learning and teaching processes; overview of nontraditional learning-teaching approaches; process and goals of University Studies
- ❖ ***Defining Forbidden Knowledge:*** exploration of various “types” of forbidden knowledge: inaccessible, prohibited, dangerous, ambiguous, fragile, unconventionally expressed, and obscured by nationalism or prejudice
- ❖ ***Understanding the Quest for Knowledge Throughout History:*** philosophy, intellectual history, and literature inform our understanding of how thinkers and writers have grappled with the temptations and dangers of “forbidden knowledge” – from Greek mythology (Prometheus and Pandora) to stories of Adam and Eve’s “fall” and the struggle between rationalism, religion, and science
- ❖ ***Case Study: Forbidden Knowledge in Iran:*** study of pre- and post-revolutionary Iran, with a focus on women’s access to knowledge and freedom

TEXTS:

Note that three of the four texts will be used all year. Each term you will purchase one or two additional (relatively inexpensive) books and you will always have online supplemental readings.

- ✓ *Forbidden Knowledge: From Prometheus to Pornography*, by Roger Shattuck (Harvest Books, 1997). This book will be used all year.
- ✓ *Hodges' Harbrace Handbook*, **15th edition**, by John C. Hodges et al. (Thomson Wadsworth, 2004). This book will be used all year.
- ✓ *Persepolis: The Story of a Childhood*, by Marjane Satrapi (Pantheon, 2004).
- ✓ *Seeing Through Statistics*, **3rd edition**, by Jessica M. Utts (Thomson Brooks/Cole, 2005). This book will be used all year.
- ✓ Online readings, as required and/or recommended in the syllabus.

LECTURE GUIDES:

Lecture guides, which provide an outline of each class lecture and WWW links to relevant sites are at http://www.marthabianco.com/Courses/FK/WelcomePacket_files/fkguides.htm.
NOTE: These will *not* be handed out in class (except for the first day), so you are responsible for printing these out and bringing them to class.

OTHER REQUIREMENTS:

- **three slim folders** with pockets for maintaining and turning in class assignments (see example to left; these are available in a variety of colors at the PSU bookstore for 50¢); you will label these in mentor session.
- a **removable digital storage device** (e.g., CD-R or thumb drive) for maintaining digital copies of all your work
- **headphones** for use in computer labs
- an **e-mail account** and [subscription to class Yahoo listserv](#)
- **frequent access to a computer with Internet and printing capabilities** (at least three times per week)
- **access to the following software:**
 - ✓ [Windows Media Player](#) (*required* and available for both Windows and Mac)
 - ✓ [QuickTime for Windows](#) or [Mac](#) or [RealPlayer for Windows](#) or [Mac](#)
 - ✓ [MS-Office](#) Word, PowerPoint, and Excel or [Open Office](#) equivalents
 - ✓ [Nvu](#) (free) or other easy-to-learn-and-use web-creation software
 - ✓ pdf-conversion software, such as [PDF4U](#) (free)

LEARNING GOALS:

This course places a special emphasis on the following skills:

- [Critical thinking](#), [diversity](#), and [ethics and social justice](#)
- [Writing](#) (narrative, expressive, argumentative, and research styles)
- [Quantitative literacy](#) (scientific method, sampling, analysis, interpretation, reporting)
- [Technological literacy](#) (Internet research, e-mail and attachments, productivity software, image manipulation, web page creation, e-portfolio development)
- **Research** (performing university-level research, using MLA style, culminating at the end of the year with a major research report)
- **Group work** (negotiating working group relationships, sharing personal and professional experiences, providing support and advice as appropriate, peer review, group decision-making)
- **Community-based learning** (year-long, group or individual field research and service regarding the role of education in the community)
- **Presentation techniques** (practice in "public" speaking in very small groups; individual or group presentations; and use of visual aids, including PowerPoint, web pages, e-portfolios, and poster boards)
- **Personal growth** (self-inventories regarding learning styles and multiple intelligences; time management exercises; autobiographical writing; goal-setting; self-assessment and reflection; one-on-one meetings with professor)

**TOPICAL
OUTLINE:****(Note: This is subject to change, depending on circumstances!)**

- **Deconstructing the Learning Process:** What Can We Know? Teaching and Learning “Outside the Box”; Revolutionary Educators; the University Studies Model; Portfolio Thinking
- **What Is “Forbidden Knowledge”?** The Six Types of Forbidden Knowledge
- **The Pursuit of Knowledge, Sacred and Profane:** A History of the Knowledge Seekers
- **Stories of Creation and the Fall:** From Prometheus to *Paradise Lost*
- **Faith, Reason, and the Problem of Portée:** Pascal, the Enlightenment, and the Problem of the Limits of Faith
- **Modern Myths of Creation and the Fall:** Faust and Frankenstein
- **Forbidden to Learn:** Unveiling Iran
- **From Zoroaster to Islam, Marx and Foucault:** Religion and Gender in Iran
- **Reconstructing the Learning Process**

EXPECTATIONS:

You are expected to:

- **do your best**, putting forth your full effort and providing your best work
- **study at least 2 hours per week for each credit hour** (because this is a 5-credit-hour class, expect to study **at least 10 hours per week for this class alone**)
- **attend two 20-minute one-on-one meetings** with the professor each term
- **be on time for class** (see “**Be on Time**” section under GRADING)
- **turn in all assignments on time** unless there are emergency circumstances
- **be prepared for class**, having done the readings and exercises
- **actively participate** in class (which includes taking notes)
- **be subscribed to the listserv and check your e-mail frequently**
- **save all of your work** on a removable digital storage device
- **contact the professor or mentor** to discuss any concerns related to this class
- **ask for help when you need it** and communicate any concerns or questions you may have
- **endeavor to respect and tolerate diversity** in race, ethnicity, religion, political perspectives, sexuality, gender, and abilities

EXAMS:

The **only scheduled exam** in this class is an **open-note, take-home exam covering this syllabus**. This exam will be given to you on the first day of class and must be returned on the second day of class.

You are expected to demonstrate your grasp of skills and subject matter presented in this class through your various assignments and through mentor and class discussion and participation.

If students fail to demonstrate adequate progress in goal areas for this class, in assignments, or in keeping up with reading, I reserve the right to administer exams, including pop quizzes.

ASSIGNMENTS:**UNST GOALS:**

Writing

Writing; Critical
Thinking; Diversity;
Ethics; Social JusticeCritical Thinking; Ethics;
Reflection; Portfolio
DevelopmentCommunity-Based
Learning; Critical
Thinking; Presentation;
Group Work; Diversity;
Ethics; Social JusticeCritical Thinking; Oral
Presentation Skills;
Working in Groups;
Diversity; EthicsQuantitative and
Technological LiteracyCritical Thinking; Ethics;
Writing; Quantitative &
Technological LiteracyCritical Thinking; Ethics;
Reflection; PortfolioOral, Verbal, and Visual
Presentation; E-PortfolioGroup Work; Ethics;
Social Justice;
Responsibility; Diversity

Instructions for each assignment will be presented in class and in mentor sessions. Due dates will appear on the Schedule. Reminder e-mails will also be sent out to the class listserv, and these will contain links to instructions. Detailed instructions and useful resources can be found at:

<http://www.marthabianco.com/Courses/Cities/Assign/default.htm>.

Elements are subject to change as circumstances may dictate.

1. **Short-Writes:** Students will be assigned **five short writing exercises** (1 to 2 pages each) for the **purpose of practicing the art and technique of university writing**. Short-Write instruction and assignments will be **given on Thursdays, due on Tuesdays**. Worth **20 points each** (total of **100**).
2. **SECRETs:** Write **two 2- to 3-page SECRETs** (Synthesize-Explain-Critique-Reflect-Expand-Theorize) using the analytical or argumentative writing style to address questions related to the substantive material presented in lectures and in readings. **100 points each** (total of **200**).
3. **Learning Reflections:** Twice each term, write a reflective essay evaluating what you have learned and some of your experiences participating in class and doing the assignments. Write a total of two per term, worth **50 points each**, for a total of **100**.
4. **Community-Based Learning (CBL) Project:** Over the course of the year, students will conduct background research and field work regarding education in the community. Students will work with one another, the mentor, and the professor in a “working team” style, deciding the scope and nature of the overall project. Each term, the CBL work will be worth **100 points**.
5. **RAIDs:** (Read-And-Initiate-Discussion): Be prepared **every Thursday** to initiate a small-group discussion in response to peer-, mentor- or professor-provided questions based on the readings. Four students will be randomly chosen for presentation each Thursday to lead break-off groups in discussion. Worth **60 points** (your presentation + **40 points** participation in others’ presentation, for **100 points** total). *Note: If class time constraints dictate, RAIDs may take place in mentor session.*
6. **Quantitative and/or Technology Exercises:** As necessary, assignments will be given to provide hands-on practice with quantitative or technological methodologies under study. These exercises will be worth a total of **100 points**.
7. **Research Paper:** Each term, students will progress incrementally toward a final research project, due at the end of spring term. Points for this project will vary by term. For fall term, the work toward this project will be worth **50 points**.
8. **Personal Growth:** Students will be expected to engage in a variety of self-assessment and reflection exercises, goal-setting, personal inventories, discussions with peers and mentor, and one-on-one meetings with the professor. These activities will be worth a total of **85 points**.
9. **Presentation:** Students will create a personal web page to practice web page creation, personal reflection, presentation skills, and e-portfolio design. This term’s final product will be worth **85 points**.
10. **Mentor Sessions:** Mentor session attendance is required. Attendance and participation in mentor sessions is worth **80 points**. **For each unexcused mentor session absence**, students lose one percentage point (for example, from 94% to 93%). **After the first three absences**, students lose two percentage points per absence (for example, from 80% to 78%).

All elements of this section are subject to change as circumstances may dictate.

GRADING:

In general, students are graded as follows:

Scale:	94.91-100%	A	excellent	56.28-63.01	C	satisfactory
	89.79-94.90	A-	superior	49.54-56.27	C-	substandard
	83.15-89.78	B+	very good	22.80-49.53	D+	inferior
	76.41-83.14	B	good	15.34-22.79	D	poor
	69.67-76.40	B-	fairly good	00.67-15.33	D-	very poor
	63.02-69.66	C+	above average	00.00-00.66	F	failure

Role of Attendance: **For each unexcused class absence**, students lose two percentage points (for example, from 94% to 92% for one unexcused absence). **After the first three absences**, students lose four percentage points per absence (for example, from 94% to 78% for four unexcused absences). **Note that unexcused class and mentor session absences are cumulative:** for example, missing a Tuesday class and that Tuesday's mentor session counts as two absences. You may make up a mentor session absence by attending another mentor session on the same day.

Be on Time: **Students who come in more than 5 minutes late will be docked .50 percentage points for each 15 minutes (rounded up) that they are late.** For example, if you come in 7 minutes late, you will be docked .50 percentage points (e.g., 94% to 93.50%). If you come in 18 minutes late, you will be docked 1.00 percentage point (e.g., 94% to 93%). If you come in 45 minutes late, you will be docked 1.50 percentage points (e.g., 94% to 92.50%). These "late fees" can add up. For example, if three-fourths of the way through the term, you have 720/800 points (91 percent), you are carrying an A-. However, if you were late 8 times, rounded up to 120 minutes, this would result in lowering your total points by 4 percentage points (.50 x 8), bringing you to 87 or a B+.

Excused Absences:

Except in the most dire of extenuating circumstances, you must request to be excused *before* you miss a class. You may e-mail me at biancom@q7.com or call me any time at 503-706-8641. **Absences are excused in cases of illness, family emergencies, and religious observances only.**

WRITING:

This course focuses on the art and skill of university-level analytical writing. I assume that you have college entry-level writing, grammar, punctuation, and spelling skills *and/or* that you committed to learning and improving. Always feel free to contact me, your mentor, or the Writing Center, 503-725-3570, CH 188F, writingcenter@pdx.edu, <http://www.writingcenter.pdx.edu/>.

When writing for this class, always use all of the resources at
<http://www.marthabianco.com/Courses/Cities/checklist.htm>

All papers must

- ☐ adhere to MLA style guidelines
- ☐ include an MLA-style title page or title section
- ☐ be double-spaced
- ☐ have MLA-style numbered pages
- ☐ have a 1-inch margin (exactly) on all four sides
- ☐ use a 12-point serif font (e.g., Times New Roman)

Papers may be typed on recycled paper or typed on both sides to conserve resources.

**PERSONAL
ISSUES:**College as a New
ExperienceChallenges, Demands,
PressuresBalancing School, Work,
and "Life"High School Versus
College GradingStress, Sleep, Financial
Issues, Physical and
Emotional HealthI Care About **You** As a
Whole Person, an
Individual: My **Job** Is
To Help You Succeed!

Most students find that college is much more difficult than high school. In addition to being in a completely new environment, you are very likely taking a number of challenging classes, all of which ask you to read and write at what seems like an impossible rate. You may feel that you are not well prepared for some of the demands of this class or others – that your writing ability is not what you feel it should be, that you are not as computer literate as you'd like, that your time-management skills are not as strong as they could be. In addition, many students work – some hold one or more part-time jobs. Others have partners or spouses, children, or other responsibilities. You may be new to this country, struggling with English as a second language. Or, you may be returning to college after many years' absence, raising children or pursuing a different career. As a rule of thumb, most students receive grades two or more levels below what they are used to in high school. For example, although you may have been a straight-A student in high school, you may find yourself receiving Cs on assignments in your college classes. *Your grades will improve over time.*

College is stressful. Most students become sleep deprived and susceptible to illness. You may have moments of depression or anxiety, feeling overwhelmed. If you find yourself missing classes or assignments or having difficulty in general due to ongoing challenges (health, family, employment, learning disabilities, ESL), **please contact me for assistance as soon as you can.** We will work out a learning arrangement that best suits *your* situation. I treat students individually and holistically, which means **I believe in taking into consideration all elements of each student's life as they may relate to the learning experience.** It is critical that you **contact me as soon as you are aware of a challenge** that might affect your learning. Remember: **it is my job to help you.** Please **do not hesitate to ask for help**, no matter what your circumstances.

**DIVERSITY AND
RESPECT:**

In order to contribute to a meaningful learning experience, **students are encouraged to share their diverse life experiences**—political, religious, ethnic, cultural, lifestyle, etc.—and to show **mutual respect, tolerance, and open mindedness** toward their fellow students. Whether conservative or liberal, your point of view is expected to be heard and respected. To that end, scholarly (empirically supported) debate is welcome; "flaming" and unsubstantiated opinion are not. You are not asked to accept or agree with views and lifestyles different from your own; however, you are expected to be respectful of others and tolerate their differences. To paraphrase a quote attributed to Voltaire, you may not agree with the beliefs of your fellow students, but you should be willing to defend their rights to have those beliefs.

**FAIR WARNING
REGARDING
CONTROVERSIAL
MATERIALS:**

As members of a learning community located in an urban center, **we all have the responsibility to explore subject matter that may be outside our earlier experience or contrary to our own beliefs.** For example, we may study evolution within the context of how "revolutionary" Darwin's theory was (as an example of forbidden knowledge) when he first articulated it. We may look at how pornography has been expressed in writing and art (again, as a form of forbidden knowledge). We may examine how differences in race, class, and gender have affected people's access to knowledge over time.

To these ends, **we may read materials and watch films that some may find disconcerting, offensive, unsettling, or otherwise disagreeable.** You are asked to **approach these materials as social scientists, not as moral judges.** If your religion expressly forbids your viewing or reading of certain materials, please see me. If for any other reason you may not want to be exposed to such materials, please see me to discuss whether this class is appropriate for you or not. **Students will not be excused, for example, from viewing a film that is objectionable to them on political or personal morality grounds.** Please contact me ahead of time if you have concerns.

**STUDENT CODE
OF CONDUCT:**

Please print, read, and familiarize yourself with Portland State's Student Code of Conduct at <http://www.pdx.edu/media/c/o/CodeofConduct.doc>. Two important sections (Harassment and Plagiarism/Academic Dishonesty) are included in this syllabus.

**Violation of the Student Code of Conduct is also a violation of
Oregon Statutory Law.**

HARASSMENT: These sections regarding various forms of harassment come from Section 577-031-0136 of Portland State's Student Code of Conduct (Stat. Auth.: ORS 351.070). **The following are prohibited:**

Stalking (8) **Stalking**, defined as **repeatedly contacting another person without a legitimate purpose** when: (a) the contacting person knows or should know that the contact is unwanted by the other person; and (b) it is reasonable for the person in that situation to have been alarmed or coerced by the contact. As used in this subsection, "contacting" includes but is not limited coming into the visual or physical presence of the other person; following another person; and sending written communication of any form to the other person, by themselves or through a third party.

Harassment (9) **Harassment**, which includes but is not limited to: (a) **verbal or physical conduct** by an individual based on another individual's **age, ability, national origin, race, marital status, religion, sex or sexual orientation** that interferes or prevents the person from conducting his or her customary or usual affairs, puts the person in fear of his or her safety, or causes the person to suffer actual physical injury; (b) conduct less than a physical attack or interference with a person, such as hazing or **threatening action**, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's property.

Sexual Harassment (10) **Sexual harassment**, defined as **unwanted and unwelcome sexual advances or requests for sexual favors and other verbal or physical conduct of a sexual nature** where: (a) submission or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University-sponsored educational program or activity; or (b) submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or working environment.

Sexual Assault (11) **Sexual assault**, which includes, but is not limited to: (a) **rape**, (b) **sexual misconduct**, or (c) **unwanted sexual contact of any kind, or threat of such contact**. Sexual contact shall be considered "unwanted" or without consent **if no clear consent is freely given**; if inflicted through force, threat of force, coercion, or if inflicted upon a person who is unconscious or otherwise without the physical or mental capacity to consent. If sexual contact is inflicted on someone who is **intoxicated or impaired in the exercise of their judgment by alcohol or drugs**, it will be considered without consent.

For Help or Advice If you feel you have been a victim of any form of harassment or if you are not sure whether certain behavior constitutes harassment, please contact your professor, your mentor, the Affirmative Action Office, 122 Cramer Hall, 503-725-4417, <http://www.afm.pdx.edu/>; the Ombud's Office, 169 Cramer Hall, <http://www.ombuds.pdx.edu/>; or the Women's Resource Center, 503-725-5672, wrc@pdx.edu, <http://www.wrc.pdx.edu/>.

PLAGIARISM

Portland State University defines **plagiarism**, a form of academic dishonesty, as: the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments.
(<http://www.lib.pdx.edu/instruction/citationplag.html>)

**ACADEMIC
DISHONESTY**

Further, **academic dishonesty** is defined as cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.
(<http://www.pdx.edu/media/c/o/CodeofConduct.doc>)

**Plagiarism a violation of the PSU Student Conduct Code and
Oregon Statutory Law.**

A student who has been found to have committed plagiarism is subject to the following sanctions:

- F on exam or assignment involved
- Disciplinary reprimand
- Disciplinary probation
- Loss of privileges
- Required community service
- Suspension from PSU for up to two years
- Dismissal from the University

For Help or Advice:

Most students do not fully understand the definition of plagiarism or the seriousness of the offense. Please read Earl Babbie's comments at <http://www.csub.edu/ssric-trd/howto/plagiarism.htm>.

If you are unsure whether you are committing plagiarism, please contact your professor, your mentor, or the Writing Center, 503-725-3570, CH 188F, writingcenter@pdx.edu, <http://www.writingcenter.pdx.edu/>.

If I suspect you have plagiarized, I will ask to meet with you to help resolve the matter.