

Changes to syllabus are highlighted in aqua. Last update: 2/22/2006

Winter 2006

UNST 122G: Forbidden Knowledge

<http://www.marthabianco.com/Courses/FK/>

| | | | |
|--------------------------------|--|----------------------------|---|
| Instructor: | Dr. Martha J. Bianco | Call me: | 503-706-8641 anytime |
| Office: | URBN 370-E: (above bookstore) | E-mail me: | biancom@q7.com (write anytime) |
| Office Hours: | 11:30-12:30 pm T and Th <i>or by arrangement</i> | Visit me: | http://www.marthabianco.com/ |
| | | Instant message me: | mjb_97203@yahoo.com (arrange first) |
| Class Website: | http://www.marthabianco.com/Courses/FK/ : for syllabus, readings, general information | | |
| Class Yahoo Site: | http://groups.yahoo.com/group/FK-Class/ : for class mailing list, calendar, IM, chat, and grades | | |
| Class Time & Place: | T and Th, 9:30-10:45 a.m., CH 201 | | |
| Mentor: | Drew Long, 503-413-9355, lonar@pdx.edu | | |
| Mentor Sessions: | TR, 8-8:50; 11-11:50; 12-12:50 Held in CH 247 | | |

COURSE DESCRIPTION:

This is the second term in a three-term freshman inquiry sequence for the theme, Forbidden Knowledge. This term we will focus on the following topics, which we will approach as separate “modules”:

- **Forbidden Knowledge & The “Fortunate Fall.”** Here we will explore the extent to which the quest for “forbidden knowledge” (Eve’s eating of the apple) may in fact be humankind’s “salvation,” rather than damnation.
- **Frightening Knowledge.** Hear no evil, see no evil: sometimes the truths about the human condition are too horrible for us to bear. In this module we will explore the mad, the sad, and the evil as manifested in the “tortured human soul.”
- **Denied Knowledge.** Those in power sometimes deny oppressed groups access to knowledge. This term we will focus particularly on the “veiling of knowledge” in the form of denial of education and power to women in some Islamic societies (next term we will broaden our scope in this area).
- **Dangerous Knowledge.** This type of forbidden knowledge is that which is exemplified in the “secrets” of science and medicine.
- **Perilous Knowledge.** Like “dangerous knowledge,” perilous knowledge involves dangerous “secrets.” Here we will look at the secrets of war, power, and imperialism.

REQUIRED TEXTS:

(Sh) Forbidden Knowledge by Roger Shattuck (Harvest Books, 1997).

(H) Hodges' Harbrace Handbook (with InfoTrac), 15th edition, by Cheryl Glenn et al. (Heinle, 2003).

(U) Seeing Through Statistics, 3rd edition, by Jessica Utts (Duxbury Press, 2004).

(S1) Persepolis: The Story of a Childhood, by Marjane Satrapi (Pantheon, 2004).

(S2) Persepolis 2: The Story of a Return, by Marjane Satrapi (Pantheon, 2005). *New in bookstore.*

(O) There are also recommended and required online readings for each module.

OPTIONAL TEXTS:

Roget's International Thesaurus, Indexed Version, 6th edition, by Barbara Ann Kipfer, ed. (Collins, 2001).

(*New in bookstore*)

Merriam-Webster's Collegiate Dictionary, 11th edition (Merriam-Webster, 2003).

MLA Handbook for Writers of Research Papers, 6th edition, by Joseph Gibaldi (MLA, 2003).

READING GROUPS:

Students are also expected to participate in one or more reading groups. See separate handout.

LECTURE GUIDES:

Lecture guides, which provide an outline of each class lecture are at

www.marthabianco.com/Courses/FK/LecGuides. **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.**

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**OTHER
REQUIREMENTS:**

- Two slim pocket folders for turning in class assignments (these usually cost less than \$1)
- a removable or permanent storage disk for maintaining digital copies of all your work
- an e-mail account
- frequent (at least three times per week) access to a computer with Internet and printing capabilities

**UNIVERSITY
STUDIES:**

This course is part of the first step in PSU's University Studies (UNST) program; please see <http://www.pdx.edu/unst/overview.html>. This is a freshman inquiry class, which means that we will study the topic of forbidden knowledge while integrating the UNST goals of inquiry and critical thinking; writing and quantitative literacy; ethics; and the diversity of the human condition; please see <http://www.pdx.edu/unst/goals.html>. You should have taken the first term of Forbidden Knowledge (UNST 121) with Dr. Bianco (professor) and Drew Long (mentor); if you did not, please see the professor to discuss whether this class is appropriate for you.

LEARNING GOALS:

This course places a special emphasis on the following skills:

- Critical reading and writing
- Initiating and participating in analytical discussion
- Small-group discussion
- Team- and group-based decision-making
- Analytical and original thinking
- Quantitative reasoning
- Student growth and development as self-directed learners
- Community-based learning
- E-portfolio development
- Large-group presentation skills
- Understanding human diversity, across gender, sexual orientation, race, ethnicity, religion, culture, and economic class, while considering ethical and social justice ramifications

ASSIGNMENTS:

Instructions for each assignment will be presented in class and in mentor sessions. Detailed instructions are at <http://www.marthabianco.com/Courses/Cities/Assign/default.htm>.

This term, because of our very tight schedule, all homework is due when scheduled:

NO EXCEPTIONS. Contact me if you have an emergency situation.

UNST GOALS:

Any homework that is late or not prepared according to instructions will automatically lose points equal to 5 percent of the total score for the assignment.

Critical Thinking, Writing

- **Short Write Exercises:** Throughout the term, you may have a few short assignments to develop writing skills. These are mandatory and are worth up to 10 percent of your grade (**100 points**, total).

*Critical Thinking; Oral
Presentation Skills;
Working in Groups;
Diversity; Ethics*

- **RAIDs: (Read-And-Initiate-Discussion):** Three times this term in mentor session, students will participate in small-group discussion in response to a series of questions related to the current lecture, films, and readings. Students must prepare discussion points in response to the RAID questions and turn these in for grading. **MLA style is mandatory for RAID papers turned in. This includes the main-session Emergent Issue RAID (100 points) and two mentor-session RAIDs (50 points each, total of 100 points). Worth 20 percent (200 points, total).**

*Critical Thinking;
Communication Skills;
Diversity; Ethics*

- **Panel Presentations:** Students will be assigned to groups and will take the lead in presenting assigned readings in a discussion format in class. **Students not assigned to panels should be prepared to participate as well.** Students will be graded on preparation (10 pts), participation (10 pts), grasp of subject matter (10 pts), insight and creativity in critical thinking (10 pts), and initiative (10 pts). **Worth 10 percent of grade (50 points per presentation; 100 points total).**

*Critical Thinking;
Quantitative Literacy;
Writing*

- **QL Write-Ups:** We will continue to develop quantitative literacy by reading *Seeing Through Statistics*, reading and evaluating research articles, and examining data from the General Social Survey. You will have two QL Write-Ups (2 to 3 pages ea.) due this term, following the assessment guidelines in Chs. 2, 6, 9, and 11 of Utts. **MLA style is mandatory for any written work turned in.** These exercises are worth 20 percent of your grade, or 100 points each (**200 points, total**).

(cont'd)

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*Critical Thinking;
Communication; Oral
Presentation Skills*

- **E-Portfolio:** You will continue work on your e-portfolio, enhancing page design and navigability, improving functionality and writing, and working toward perfecting your presentation skills. The e-portfolio is worth at least 10 percent of your grade (**100 points** total).

This term, students must publish all assignments on their website and must include the URL with the hard copy of the assignment when they turn in the final assignment; papers will otherwise lose points equal to 25 percent.

*Critical Thinking; Oral,
Verbal, and Visual
Presentation Skills;
Quantitative Literacy;
Diversity; Ethics.*

- **Research Project:** This term students will begin independent research and will complete the first six steps in the research process, culminating in a final research paper proposal (students will do the bulk of the research and writing next term):

1. Forming the Question (25 points)
2. One-on-One Meeting to Discuss Thesis (25 points)
3. Finalized Thesis Statement (50 points)
4. The Annotated Bibliography (50 points)
5. Draft Proposal (50 points)
6. Final Proposal (100 points)

MLA style is mandatory. This portion of the research project is worth 30 percent of your grade (**300 points** total).

*Critical Thinking; Oral
Presentation Skills;
Working in Groups;
Diversity; Ethics*

- **Mentor Sessions:** Mentor session attendance is required. **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** (e.g., from 80% to 77%).

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%). **After the first three absences**, students lose **four percentage points per absence, beginning with the first absence** (for example, from 94% to 78%). **Note that unexcused class and mentor session absences are cumulative:** for example, if you miss a Tuesday class and that Tuesday's mentor session, this 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 1.0 percentage point (e.g., 94% to 93%). If you come in 45 minutes late, you will be docked 1.5 percentage points (e.g., 94% to 92.5%).

Excused Absences: Except in the most dire of extenuating circumstances, you must request to be excused *before* you miss a class. You mail e-mail me or call me. Absences are excused in cases of illness or family emergencies only.

This course can be very challenging. If you find yourself missing classes or assignments or having difficulty in general due to ongoing challenges (health, family, employment, learning disabilities, ESL),

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Personal Issues: 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 interfere with your learning; otherwise, it is very likely that you will have great difficulty in passing this course.

EXPECTATIONS:

- You must put forth your **fullest effort** and provide your **best work**
- You must **be on time for class** (see "Be on Time" section under GRADING)
- **All assignments must be turned in on time** unless there are emergency circumstances
- You must **be prepared for class**, having done the readings and exercises
- You must **actively participate** in class (which includes taking notes)
- You must **be subscribed to the listserv** and **check your e-mail frequently**
- You must **contact the instructor or mentor** to discuss any concerns related to this class

DIVERSITY & 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 opinions are not.

WRITING AND PLAGIARISM: This course focuses on the art and skill of university-level analytical writing. Always use all of the resources at www.marthabianco.com/Courses/Cities/checklist.htm when writing for this class.

Everything you turn in must be prepared according to MLA style, which includes:

- MLA-style cover page or title format on first page
- MLA-style page numbering
- 1" borders all around
- double-spaced text
- MLA-style citation conventions
- MLA-style Works Cited page (if citations are used)
- 12-point serif font (e.g., Times New Roman)

Plagiarism: Plagiarism is a form of academic dishonesty, which is a violation of the PSU Student Code of Conduct *and* a violation of state law. Many students are not aware of what constitutes plagiarism. Plagiarism is the use of any material that is not the product of your own original thinking. It doesn't matter how much you change the wording; unless you provide a citation, you are plagiarizing. One of your first exercises will be a Plagiarism Quiz.

Plagiarism is a serious offense. If you are unsure whether you are committing plagiarism, please ask me. If I suspect you have plagiarized, I will ask to meet with you. A student who has been found to have committed plagiarism is subject to the following sanctions:

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

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TENTATIVE CLASS SCHEDULE (Note: This schedule will change and be updated as we enter each new module; at that time, you will receive an e-mail informing you of the current, updated syllabus, which you can access online or download.)

Comment about films: We are unlikely to see all films listed below in the schedule. Sometimes we view films not listed here. Films are shown to provide additional perspective and information to complement class material. Prior to the showing of most films, students will receive an e-mail noting the rating and indicating exactly what elements of the film are responsible for the rating. Students who need to be excused from watching certain films on religious grounds should contact me early in the term.

Comments about readings: Required readings are abbreviated thusly: **(Sh)** = Shattuck's *Forbidden Knowledge*; **(U)** = Utts's *Seeing Through Statistics*; **(S1)** = Satrapi's *Persepolis 1*; **(S2)** = Satrapi's *Persepolis 2*; **(H)** = Hodges' *Harbrace Handbook*; **(O)** = Online readings and activities (**required** and *optional*) at <http://www.marthabianco.com/Courses/FK/Readings>. You are to have readings and activities done by the date listed on the schedule below. **Reading groups** coincide with modules. Reading group books are listed by title only in italics (see supplementary handout on Reading Groups). By now you should have selected a reading group and purchased most or all of the books for that group. Read either all or most of the books listed for your group *or* the articles listed in the online readings by the due dates listed for each module. For example, if you have chosen "Frightening Knowledge" as your reading group, read most or all of the books listed for that module (*Blankets*, *A Child Called It*, *The Lost Boy*, *A Man Named Dave*, and *Epileptic*) *or*, if you have **not** chosen that group, do the readings and other online experiences at the **(O) Online Readings and Experiences for Module II**. This approach is intended to allow all students to participate in discussion about the module, although some students will have explored the topic in greater depth. Every student needs to select at least one reading group.

Module I: Forbidden Knowledge and the "Fortunate Fall"

| Module I: Forbidden Knowledge and the "Fortunate Fall" | | | |
|--|--|---|---|
| Date | Work Schedule and Due Dates | Readings | Special Class Topics |
| <ul style="list-style-type: none"> ➤ Spring Preview: Martin Luther King, Jr., to Rodney King ➤ Milton in the Garden of Eden ➤ Questioning Reality ➤ The Fortunate Fall | | Films shown for this module may include clips from <i>What the Bleep Do We Know?</i> , <i>The Truman Show</i> , <i>Blade Runner</i> , and <i>Wind Named Amnesia</i> | |
| Tu 10 Jan 2006 | | Syllabus | Unless otherwise specified, class topics will relate to the module material and will coincide more or less with readings and mentor topics. Twice per module, class time will be devoted to a special topic related to assignments. |
| Th 12 Jan 2006 | <ul style="list-style-type: none"> ❑ Begin framing Research Question ❑ Begin Short Write No. 1: Plagiarism & Citation | (H) Ch. 36, 39, and, as nec., 40 (U) review p. 18-21 and 108 (O) <i>-Thinking in Pictures</i> OR <i>-The Giver</i> | Overview of the Writing Process and Framing a Research Question |
| Tu 17 Jan 2006 | <ul style="list-style-type: none"> ❑ Research Question ready for peer editing in Mentor | (Sh) Ch. 2 (H) Ch. 33 (O) <i>-An Anthropologist on Mars</i> or <i>-Island of the Colorblind</i> OR <i>-Hiding in the Mirror</i> | How to Peer-Edit |
| Th 19 Jan 2006 | <ul style="list-style-type: none"> ❑ Short Write No. 1 due electronically by end of week ❑ Peer-edited Research Question due in Mentor ❑ Prepare for RAID No. 1 | (U) review p. 46-50 (O) <i>-An Anthropologist on Mars</i> or <i>-Island of the Colorblind</i> OR <i>-Hiding in the Mirror</i> | |

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| Module II: Frightening Knowledge | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> ➤ The Mad, the Sad, and the Evil: The Tortured Human Soul ➤ Skeletons in the Closet | | Films shown for this module may include clips from the Annenberg Foundation or <i>Quills</i> (R) | |
| Date | Work Schedule and Due Dates | Readings | Special Class Topics |
| Tu 24 Jan 2006 | <input type="checkbox"/> Research Question (final version) due in Class | (U) p. 123-140; 147-155 (read only, don't do anything) (O) Check these out during this module (Sh) Ch. V (all) -Blankets | Preparing the Thesis Statement |
| Th 26 Jan 2006 | <input type="checkbox"/> Begin writing Thesis Statement <input type="checkbox"/> RAID No. 1 due in Mentor | (Sh) Ch. VII (p. 228-256) (O) Check these out during this module -Blankets -A Child Called It | Summarizing & Displaying Data |
| Tu 31 Jan 2006 | <input type="checkbox"/> QL Write-Up No. 1 Due in Class | (Sh) Ch. VII (p. 256-268) (O) Check these out during this module -The Lost Boy -Epileptic | |
| Th 02 Feb 2006 | <input type="checkbox"/> Thesis Statement ready for peer editing in Mentor | (Sh) Ch. VII (p. 268-282)* *this section contains excerpts from the Marquis de Sade that "many people will consider offensive and obscene in the extreme" (Shattuck 268); if you find this section too disturbing to read, skim over it and move on to p. 283. (Sh) Ch. VII (p. 283-299) (O) Check these out during this module -A Man Named Dave -Epileptic | Class visitors/speakers: Mark Isham (10:00 am) Javier Ayala (10:20 am) |
| Module III: Denied Knowledge | | | |
| <ul style="list-style-type: none"> ➤ Proprietors of Knowledge and Power ➤ Women and Islam | | Films shown for this module may include clips from <i>Maryam</i> , and <i>Born in Brothels</i> | |
| Date | Work Schedule and Due Dates | Readings | Special Class Topics |
| Tu 07 Feb 2006 | <input type="checkbox"/> Peer-edited Thesis Statement due in class | (S1) required for all (O) -Price of Honor | Sign up for one-on-ones Film: Maryam |
| Th 09 Feb 2006 | <input type="checkbox"/> Final Thesis Statement due in class <input type="checkbox"/> Prepare for RAID No. 2 | (S1) required for all (O) -Price of Honor | Sign up for one-on-ones Films: Maryam & Born Into Brothels |
| Tu 14 Feb 2006 | One-on-One Meetings & Methodology Recommendations | | |
| Th 16 Feb 2006 | <input type="checkbox"/> RAID No. 2 in Mentor | (S2) required for all (U) p. 162-173 (read only; don't do anything) (O) -Reading Lolita in Tehran | |
| | | (S2) required for all (U) p. 180-195 (read only) (O) -Reading Lolita in Tehran | |
| | | This Week with Dr. Bianco | |

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| Module IV: Dangerous Knowledge | | | |
|--|---|--|--|
| ➤ The Secrets of Science and Medicine | | Films shown for this module may include clips from <i>The Manchurian Candidate</i> and <i>And the Band Played On</i> and <i>The Experiment</i> | |
| Date | Work Schedule, Special Topics & Due Dates | Panel* | Readings |
| | | *listed panel members must be prepared to <u>lead</u> class discussion on the readings; all other class members must be prepared to <u>participate</u> | |
| Tu 21 Feb 2006 | <input type="checkbox"/> Begin Annotated Bibliography <input type="checkbox"/> Read Utts, p. 200-212 (read only – no exercises) | Amanda Brandon Daniella Evan Joscelyn Maritza | “The Corruption (and Redemption) of Science,” at http://proxy.lib.pdx.edu:2052/login.aspx?direct=true&db=aph&an=13834782 <i>In the Name of Science</i> , Chs. 1-3, and related Appendices (p. 317, on) <i>In the Name of Science</i> , Chs. 4-6, and related Appendices (p. 317, on) |
| Th 23 Feb 2006 | <input type="checkbox"/> Final Thesis Statement Due in Class <input type="checkbox"/> Prepare for RAID No. 2 | Matt Pam Rhea Mitchell Rachel | The English Patients: Human Experiments and Pesticide Policy, at http://www.ewg.org/reports_content/english/English.pdf <i>In the Name of Science</i> , Chs. 7-9, and related Appendices (p. 317, on) |
| Tu 28 Feb 2006 | <input type="checkbox"/> Annotated Bibliography Due in Class <input type="checkbox"/> <i>Special Class Topic: Research Methodology: Plots, Graphs, and Relationships</i> | Adam Andrea Dakota Mark Molly Serena Dr. Bianco | “The Tuskegee Syphilis Study, 1932 to 1972: Implications for HIV Education and AIDS Risk Education Programs in the Black Community,” at http://proxy.lib.pdx.edu:2052/login.aspx?direct=true&db=aph&an=9112233212 <i>Plots, Graphs, and Relationship</i> |
| Th 02 Mar 2006 | <input type="checkbox"/> RAID No. 2 Due in Mentor <input type="checkbox"/> Begin Draft Paper Proposal | Carolyn Joshua Kaci Morgan | <i>And the Band Played On</i> , Parts I-V <i>And the Band Played On</i> , Parts VI-IX |
| Module V: Perilous Knowledge | | | |
| ➤ The Secrets of War, Power, and Imperialism | | Films shown for this module may include clips from <i>The Weather Underground</i> , <i>Life and Debt</i> , and <i>Fahrenheit 9/11</i> | |
| Date | Work Schedule, Special Topics & Due Dates | Panel* | Readings |
| | | *listed panel members must be prepared to <u>lead</u> class discussion on the readings; all other class members must be prepared to <u>participate</u> | |
| Tu 07 Mar 2006 | <input type="checkbox"/> QL Write-Up No. 2 Due in Class | Panel members to be named | Shattuck, Interlude “Civil Liberties vs. Security: Public Opinion in the Context of the Terrorist Attacks on America,” at http://proxy.lib.pdx.edu:2091/view/00925853/ap050001/05a00040/ |
| Th 09 Mar 2006 | <input type="checkbox"/> Draft Research Paper Proposal Due in Class | | - <i>Sorrows of Empire</i> - <i>Democracy Matters</i> - <i>Inside Terrorism</i> - <i>In the Shadow of No Towers</i> |
| Tu 14 Mar 2006 | | | |
| Th 16 Mar 2006 | | | |
| FINAL PROJECTS | | | |
| Tu 21 Mar 2006 10:15-12:05 | E-Portfolio Presentations Final Draft Proposal due in class | | |

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MENTOR SESSION SCHEDULE

Module I: Forbidden Knowledge and the "Fortunate Fall"

| Date | Assignments Due in Mentor Session | Topics and Activities |
|----------------|---|---|
| Tu 10 Jan 2006 | | Introductions: Hopes, Fears, Goals / IASC Wish List |
| Th 12 Jan 2006 | | Overview of Research Topics |
| Tu 17 Jan 2006 | <input type="checkbox"/> Research Question Ready for Peer Editing | Work on E-Portfolio |
| Th 19 Jan 2006 | <input type="checkbox"/> Return Peer-Edited Research Questions | Film |

Module II: Frightening Knowledge

| Date | Assignments Due in Mentor Session | Topics and Activities |
|----------------|--|---|
| Tu 24 Jan 2006 | | Discuss Thesis Statements and Intro to InfoTrac |
| Th 26 Jan 2006 | <input type="checkbox"/> RAID No. 1 Discussion Paper | RAID No. 1 and Update IASC Wish List |
| Tu 31 Jan 2006 | | Film |
| Th 02 Feb 2006 | <input type="checkbox"/> Thesis Statement Ready for Peer Editing | Work on E-Portfolio |

Module III: Denied Knowledge

| Date | Assignments Due in Mentor Session | Topics and Activities |
|----------------|-----------------------------------|---|
| Tu 07 Feb 2006 | | 8 am & 12 pm: Work on E-Portfolio 11 am: Thesis Finalizing with Dr. Bianco |
| Th 09 Feb 2006 | | 8 am & 12 pm: Thesis Finalizing with Dr. Bianco 11 am: Work on E-Portfolio |
| Tu 14 Feb 2006 | | Film: <i>Born into Brothels</i> (finish) |
| Th 16 Feb 2006 | | Intro to Excel and Correlation |

Module IV: Dangerous Knowledge

| Date | Assignments Due in Mentor Session | Topics and Activities |
|----------------|---|---------------------------------|
| Tu 21 Feb 2006 | Sign up for one-on-ones with Drew** | Annotated Bibliography: Lib 160 |
| Th 23 Feb 2006 | Sign up for one-on-ones with Drew** | Film |
| Tu 28 Feb 2006 | One-on-ones with Drew | Excel and E-Portfolio |
| Th 02 Mar 2006 | <input type="checkbox"/> RAID No. 2 Discussion Paper One-on-ones with Drew | RAID No. 2 |

Module V: Perilous Knowledge

| Date | Assignments Due in Mentor Session | Topics and Activities |
|----------------|-----------------------------------|--|
| Tu 07 Mar 2006 | One-on-ones with Drew | Film and Work on E-Portfolio |
| Th 09 Mar 2006 | One-on-ones with Drew | Film and Work on E-Portfolio |
| Tu 14 Mar 2006 | | Presentation & Speaking Techniques & E-Portfolio |
| Th 16 Mar 2006 | | Presentation & Speaking Techniques & E-Portfolio |

FINALS WEEK

| | | |
|----------------|--------------------|--|
| 21-23 Mar 2006 | No Mentor Sessions | |
|----------------|--------------------|--|

****One-on-ones with Drew are optional.** Their purpose is to allow you to work individually with Drew during by-arrangement hours, for help on your e-portfolio, presentation techniques, research paper, or any other aspect of the class that will guide you toward a successful conclusion of the term.