Bruce "Utah" Phillips in front of the Haymarket Martyrs Memorial, Chicago, 1986

ABOUT THIS COURSE
Course #: UN 2001
Title: Composition
Credits: 3
Days & Time: M, T, W, Th--11.05-12.25
Place: Walker 109
Instructor: Gary Kaunonen
Email: gakaunon@mtu.edu
Office: Walker 330
Office hours: After Class and by appointment
Required Texts:
1. Craft of Research, 2nd ed. pdf
2. Challenge Accepted
3. Labor Law for the Rank-and-filer
ABOUT THE INSTRUCTOR

Gary Kaunonen

My interests in social and working class history come from my grandfathers having worked in the mines of the Mesabi Iron Range. I take pride in researching, writing and participating in working class issues. Did my undergrad at MSU-Mankato; did a Masters at Michigan Tech, studying Industrial History and Archaeology. Research interests: immigration, labor and social history, industrial communities, material culture of the working class and working class rhetoric. My Master’s thesis was on Finnish American labor history in Michigan. I have two books coming out from Michigan State U-Press and I co-authored Industrial Calumet for the NPS, which won an award from Association of Partners for Public Lands. Before academic life, I worked at a plastics factory, charged blast furnaces in an iron foundry and welded steel and aluminum boat docks. Recently, I’ve worked for Keweenaw Nat Hist Park, Div of Interp and Ed, as a freelance historian and as the Archivist, Historian and Collections Development Coordinator at the Finnish American Historical Archive. Also adjunct faculty Keweenaw Bay Ojibwa Community College. Currently first year PhD student, MTU, in Rhetoric and Technical Communication.

View my complete profile
UN 2001: Working Class Places and Spaces

FRIDAY, SEPTEMBER 2, 2011

Schedule

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Class Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30/2011</td>
<td>Gary Kaunonen, &quot;Changing the Paradigm&quot;</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>9/1/2011</td>
<td>Course design, view charisma in America</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>9/5/2011</td>
<td>Group work: Collaborating and Planning</td>
<td>C of A, Section 1</td>
</tr>
<tr>
<td>4</td>
<td>9/12/2011</td>
<td>Team building work</td>
<td>C of A, Section 2</td>
</tr>
<tr>
<td>5</td>
<td>9/19/2011</td>
<td>&quot;The Three Metamorphs&quot; and music videos</td>
<td>C of A, Section 3</td>
</tr>
<tr>
<td>6</td>
<td>9/24/2011</td>
<td>Working class music video challenge</td>
<td>C of A, Section 4, Guest 1</td>
</tr>
<tr>
<td>7</td>
<td>9/29/2011</td>
<td>Writing in and around your discipline</td>
<td>C of A, Section 5, Guest 2</td>
</tr>
<tr>
<td>8</td>
<td>9/30/2011</td>
<td>Gary Kaunonen</td>
<td>C of A, Section 6, Guest 3</td>
</tr>
<tr>
<td>9</td>
<td>10/5/2011</td>
<td>&quot;Working Against Your Disadvantage&quot;</td>
<td>C of A, Section 7, and invited &quot;note&quot;</td>
</tr>
<tr>
<td>10</td>
<td>10/6/2011</td>
<td>View letters from Eminem</td>
<td>C of A, Chps 3-5</td>
</tr>
<tr>
<td>11</td>
<td>10/12/2011</td>
<td>View letters, group project</td>
<td>C of A, Chp. 7-Appendix</td>
</tr>
<tr>
<td>12</td>
<td>10/15/2011</td>
<td>Power of Place/Space, Short Writing</td>
<td>LAH, &quot;The Far West,&quot; MP 3 due</td>
</tr>
<tr>
<td>13</td>
<td>10/20/2011</td>
<td>Field Trip: Quincy Mine Historic</td>
<td>LAH, &quot;The Mountain&quot; and &quot;The Great Plains&quot;</td>
</tr>
<tr>
<td>14</td>
<td>10/22/2011</td>
<td>Field Trip: Italian Hall and Cabinet</td>
<td>LAH, &quot;The Midwest,&quot; MP 2 due</td>
</tr>
<tr>
<td>17</td>
<td>11/7/2011</td>
<td>Field Trip: Finnish National Church</td>
<td>LAH, &quot;New England?&quot;</td>
</tr>
<tr>
<td>18</td>
<td>11/10/2011</td>
<td>Capitalist Capitaine Presentations</td>
<td>Conference and presentations due</td>
</tr>
<tr>
<td>19</td>
<td>11/12/2011</td>
<td>Visit reading</td>
<td>LAH, &quot;Appalachia,&quot; MP 4 due</td>
</tr>
<tr>
<td>20</td>
<td>11/14/2011</td>
<td>Visit museum</td>
<td>None</td>
</tr>
<tr>
<td>21</td>
<td>11/16/2011</td>
<td>No class: Thanksgiving recess</td>
<td>None</td>
</tr>
<tr>
<td>22</td>
<td>11/21/2011</td>
<td>No Class: Thanksgiving recess</td>
<td>None</td>
</tr>
<tr>
<td>23</td>
<td>11/23/2011</td>
<td>Visit: Baltzell, &quot;History of Race Relations&quot;</td>
<td>None</td>
</tr>
<tr>
<td>24</td>
<td>11/29/2011</td>
<td>Visit: Baltzell, &quot;History of Race Relations&quot;</td>
<td>None</td>
</tr>
<tr>
<td>25</td>
<td>12/5/2011</td>
<td>Research, Writing, and Collaborating</td>
<td>None</td>
</tr>
<tr>
<td>26</td>
<td>12/6/2011</td>
<td>Multi-media Project: View in class</td>
<td>None</td>
</tr>
<tr>
<td>27</td>
<td>12/9/2011</td>
<td>Multi-media project due</td>
<td>Multi-media project due</td>
</tr>
</tbody>
</table>

Rough Week: There is no final test for this term, but final paper and final exam are due this week, date TBA

Posted by Gary Kaunonen at 9:02 AM
Email This Blog This/Share to Twitter Share to Facebook

0 comments:
Post a Comment

Older Post Home
EduAnarchy Statement

Posted by Gary Kaunonen at 11:14 PM 0 comments

Syllabus

Overview

In this course we will be analyzing, collaborating, examining, researching, and composing (oral, visual, and written) materials with regard to working class historical places and spaces.

Place and space is an interesting topic because it provides a method to analyze class and labor as independent perspectives that are often overlooked by traditional history. Analysis of place, material culture, and space are incredible companions to historical interpretations of people often overlooked by top down, hierarchical history. This analysis of the forgotten, be it people, places, or space, as historical actors is often referred to as "The New Social History." To better understand this approach to the analysis of place and space we will be using three texts and a "boatload" of audio and visual media to develop skills, interpret, and analyze issues pertaining to working class place and space.

Writing is a major component of this course.

This is also a collaborative course, and students will work in teams toward the creation of a Final Media Project and Research Paper. Each team will select a working class historical place or space to work with, and then create materials worked on in the mines of the Mesabi Iron Range. I take pride in researching, writing and participating in working class issues. Did my undergrad at MSU-Mankato; did a Masters at Michigan Tech, studying Industrial History and Archaeology. Research interests: immigration, labor and social history, industrial communities, material culture of the working class and working class rhetoric. My Master's thesis was on Finnish American labor history in Michigan. I have two books coming out from Michigan State U-Press and I co-authored Industrial Calumet for the NPS, which won an award from Association of Partners for Public Lands. Before academic life, I worked at a plastics factory, charged blast furnaces in an iron foundry and welded steel and aluminum boat docks. Recently, I've worked for Keweenaw Nat hist Park, Div of Interp and Ed, as a freelance historian and as the Archivist, Historian and Collections Development Coordinator at the Finnish American Historical Archive. Also adjunct faculty Keweenaw Bay Ojibwa Community

http://un2001historicalplaces.blogspot.com/
space.

Course Objectives
Upon successful completion of this course, students will be able to:

1. Identify major themes in written, oral, and visual communication that pertain to United States labor and social history.

2. Critically analyze ethos, pathos, and logos in materials that are associated with place, space, and labor and social history.

3. Describe the various types of communication used by historical actors.

4. Work independently and collaborate in groups to create projects or presentations regarding place, space, and labor and social.

5. Develop the ability to creatively think, write, critique, and analyze various uses of communication, media, and sources.

Policies
1. Good attendance is crucial to success in this course; excess absences will undoubtedly result in a lowered grade and less practical knowledge; additionally class participation is essential and a part of the grade you earn for the class.

2. Any student caught cheating on a test or plagiarizing will be dismissed from the class and receive a grade of "F" for the course.

3. For the class to "work," it must be an open forum regarding analysis, critical thought, and well-reasoned argument; all viewpoints must be welcomed.

4. I reserve the right to revise the syllabus or class schedule at any time.

5. If you need assistance with writing, grammar, or development of ideas for writing, please see the good folks in the Multi-literacies center located on the first floor of Walker.

6. Please turn off all cell phones, computers, etc. If it becomes a problem we'll have to deal with it.

Evaluation and Grading

Evaluation of student progress in this class will be determined using a unit/core mastery model. The unit/core mastery model is a good chance for you as a student to take charge of your own education. This method of grading has no complex calculus to determine a grade or wondering from week to week what your grade is, you will know by how many units you have completed. You are in charge of your education; make of it what you will. If you keep up and get things done on time, you will have plenty of time to concentrate on your capstone practical experience (due around mid-term) and final paper.
The unit/core mastery model also provides immediate feedback in testing and for your papers, though more time (a weekend or so) may be needed for evaluation of written projects. For example, when finished with test taking in class, you will bring the test up to be graded and receive immediate reinforcement (otherwise known as a grade) regarding your test. Each test, writing project, class participation event, and the capstone practical experience are a "unit" and count for one point towards a final grade. The final research paper is the last segment of your grade and you will need to demonstrate core mastery of class material for maximum credit.

A breakdown: maximum number of points for the class is 10, plus a final paper that demonstrates mastery of the course material. The 10 unit points include 4 writing projects, testing accounts for 4 points, class participation will account for one point, and a multi-media piece accounts for one point.

In order to show mastery of the individual units and the final research project you will need to score a 3.0 (B) or better on each unit.

That written, the 4 major segments of evaluation for the class are detailed below:

Segment 1 consists of four short writing projects. In all of these short writing projects identification of an audience will be an essential component. These short writing projects will need to be no less than two pages, but no longer than three pages. Your writing projects will need to be double-spaced using 12 point Times-New Roman font and have 1" spaced margins or I won't even look at them! To pass each of these units students must receive a 3.0 or better on each project. You will receive detailed instructions for these projects at least a week before they are due.

Writing Project 1--Rhetorical compare and contrast of Letters from Karelia and Challenge Accepted, this is an individual writing project

Writing Project 2--Grant Writing for your team's historic place or space, this is a collaboratively written project

Writing Project 3--Interpretive Writing: connecting people with your resource (historic place or space), this is a collaborative project with each team member having a part in the writing project

Writing Project 4--TBD

Each writing project must be completed in succession/sequence. Meaning, you must pass Writing Project 1 before moving on to Writing Project 2, and so on. You may revise and resubmit a writing project that you do not pass as many times as necessary to master the writing for the unit.

Segment 2 consists of testing. There will be four quizzes/tests (quests) during
the first part of the semester. These quizzes will consist of 10 questions in
various formats (true-false, multiple choice, short answer, fill in the blank). You
will do readings and discuss the information on the quiz prior to taking the quiz.
Quest material will also come from in-class talks and media presentations. To
demonstrate unit mastery, students will need to answer 8 of 10 quiz questions
correctly. Testing will be done the last 20 minutes of the latter weekly class
session (see schedule for dates of testing time). Students are allowed to test
twice during the 20-minute testing session. Students may attempt to pass a unit
times, after the third time, a student must write a one page paper to
demonstrate unit mastery. Units must be completed in sequential order and no
units may be skipped. If you fall behind or are gone from class for whatever
reason, you may take quizzes from two units in the same testing session, but
you may not take a quiz from an upcoming or future unit. For a unit to be
available for testing, we will have had to cover the material in class first.
Upfront, questions will come from the selected texts and from
lectures/media/discussions.

Segment 3 is class participation. This is going to be a participatory experience.
We'll do group discussions, class discussions, and out of class activities (aka
the field trip). These are all voluntary things, but I strongly encourage you to
participate. I encourage this so strongly that I am going to give you a chance to
earn a grade for just talking in class and showing up to field trips.

Segment 4 consists of a multi-media designed collaborative project. More on
this later.

Lastly, Core Mastery of the course material will be demonstrated in the
composition of a Final Research Project paper. Instructor and students'
collaboration group will agree upon the paper's topic, but plan to research and
write on a topic in social, cultural, or labor history. The paper will be at least 10-
pages long, double-spaced using 12 point Times-New Roman font and have 1" spaced margins.

There is no final test.

To receive a:

4.0 (A) students must complete 10 units and receive a 3.0 on their Final
Research Project

3.5 (AB) students must complete 9 units and receive a 3.0 on their Final
Research Project

3.0 (B) students must complete 8 units and receive a 2.5 on their Final
Research Project

2.5 (BC) students must complete 7 units and receive a 2.0 on their Final
Research Project
2.0 (C) students must complete 6 units and turn in a Final Research Project

1.5 (CD) students must complete 5 units and turn in a Final Research Project

1.0 (D) student must complete 4 units, and not turn in a Final Research Project

0.0 (F) students must do nothing the entire semester or get caught cheating/plagiarizing

Posted by Gary Kaunonen at 11:04 PM 0 comments

Recommend this on Google

Subscribe to: Posts (Atom)