

1/18/2006

A week ago Don Barshis and I met with the partner liaisons from Harold Washington, John Hader and Larry Su, to coordinate the collaborative student symposium concerning Individual and Community for the FIPSE grant. From that meeting what follows is presented to facilitate this project.

Some Guidelines:

1. Students should present for no longer than 15 minutes tops. Ten minutes would be fine. The reason for this is that a major value of a symposium is to get the audience to participate in the discussion. There will be one student from each campus presenting.
2. Students must read a paper which they themselves wrote. No presentation will be permitted that is delivered extemporaneously. A basic purpose of a symposium is to expose both presenter and audience to what it is like to present and listen to an academic paper. The other advantage of this rule is that it insures that a student will optimize the chances of providing a talk that will be concise, clear, thoughtful, logical, grammatically and delivered with a minimum of stammering and stage fright.
3. It is vital that TWO students be selected. This is because experience has taught us that the primary student can drop out at the last minute for any number of reasons—personal problems, work demands, unstated emergencies and so on. Therefore it is important that two students from each campus be prepared—and the other student can be part of a complimentary panel that will be a responder panel.

Partner Liason Responsibilities: each liaison is responsible for:

1. Recruiting great books students to join in the audience for the event.
2. Publicizing the event on their own campus.
3. Make arrangements to facilitate students getting to the event where necessary. Transportation costs should be taken out of local partner institution budget to reimburse participating students and faculty.
 - Harold Washington liaisons should arrange for the reservation of the college theater and for a reception afterward.
 - Roger Conner will film the event at Harold Washington.

Collaboration

- As you will see in the timeline below the participating faculty in this project should be checking in with each other once a week to monitor progress, troubleshoot etc. Since one of the primary goals of this year's FIPSE work is to establish and evolve best practices and protocols involving collaboration across partner institutions—which will itself serve to enable partner liaisons to help train future partners from other institutions and be models for them—I am here asking **Larry Su** to be in charge of coordinating with the other two participants on a weekly basis.

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Lynn Ward Page at Oakton's email is lpagew@oakton.edu
Larry Su's email is suocais@yahoo.com

Larry—if there is a problem with this—or if you Lynn have a special interest in coordinating this let us know.

At the meeting it was suggested that the three partner institutions circulate potential study and paper topic questions so that the student presenters would either have takes on a similar focused question or be prepared to respond having given some prior thought to a question explored by another student. This would have the extra advantage of enabling students in the audience form classes where the text was taught to also show up in some sense prepared ahead of time. I volunteered to go first. Please read these and share your own with us. If we can voluntarily agree to focus on a few questions that would be of great benefit.

Here are some of the general questions concerning Individual and Community that students will be exploring with me in the class where *Pride and Prejudice* will be read:

The Great Books Themes this semester are Individual and the Community. You will receive five extra credit points on every term paper if you choose to write on one of these themes.

1. Examine the social, political, ethical position an individual has in the community. Is the individual influential, independent, independent, powerful in the community?
2. Does the individual adopt a relationship to the community that is of his choosing or that of the community's?
3. Does the individual have an impact on the community and if so what is it? Analyze whether it is a positive or negative impact and use examples to prove your point.
4. Examine the social, political and ethical power the community exercises on the individual. Evaluate whether this influence is positive and negative and do so by analyzing its effects and the consequences of it.
5. Is the community friendly and protective or hostile and threatening. Analyze which it is and suggest the reasons underlying its attitude. That is, what is to be gained by the community in acting this way? Is it simply irrational and purposeless—absurd?
6. Does the author view the community as something good or bad or merely necessary? Who does he think should have power and how much and why? Do you agree with the author or disagree? Explain.
7. Compare and contrast two communities by two different authors we are examining this semester. How are they the same and how different? What common problem or asset does each have and why does it exist.

Some individual and community questions connected to *Pride and Prejudice* might be:

1. Does Jane Austen argue in *Pride and Prejudice* that for a person to be happy one's social role is irrelevant but one's individual moral intelligence and moral priorities are everything? In other words, does this novel argue that the individual finds or fails to find happiness independent of society?

2. Consider the following marriages presented in *Pride and Prejudice*:

Mr and Mrs. Bennett

Mr, and Mrs. Wickham

Mr and Mrs. Darcey

To what degree does Jane Austen seem to believe that society plays a role in the success or failure of these relationships and to what degree does she believe that it is a question of a person's strengths and limitations of personal character, maturity and values.

3. Do there appear to be invisible moral laws in the world of *Pride and Prejudice* that produce inevitable results just as physical laws of motion and gravity do—that operate almost outside the will of the individual or the society? If so, what are they? If not why do things turn out the way they do in *Pride and Prejudice*.

Finally—if any modifications to the timeline or procedure need to be made please bring them to our attention ASAP. Naturally by all means pass along all reactions, suggestions and so on.

Timeline

Week of:

January 30:	<ul style="list-style-type: none"> • <i>Pride and Prejudice</i> Should Be Assigned. • Faculty liaisons verify progress with each other.
February 13	<ul style="list-style-type: none"> • <i>Pride and Prejudice</i> Should Now Be Read and Discussed by class. • Faculty liaisons verify progress with each other
February 20	<ul style="list-style-type: none"> • Class now working on <i>Pride and Prejudice</i> Papers. • Faculty liaisons verify progress with each other
February 27	<ul style="list-style-type: none"> • Participating faculty collect <i>pride and prejudice</i> papers and select TWO students—primary and backup for student symposium • Faculty liaisons verify progress with each other.
March 6	<ul style="list-style-type: none"> • Faculty meet individually with student presenters to work on paper revisions. • Faculty liaisons verify progress with each other
March 13	<ul style="list-style-type: none"> • Revisions turned in and circulated among presenters at other institutions. • Faculty liaisons verify progress with each other
March 20	<ul style="list-style-type: none"> • Rehearsal and timing of student presenting paper either at local campus or at Harold Washington. • Faculty liaisons verify progress with each other
March 27 Monday	<ul style="list-style-type: none"> • <i>Pride and Prejudice</i> Student Symposium Held at Harold Washington College.

	<ul style="list-style-type: none">• Faculty liaisons verify progress with each other
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Bruce