The Violence of the Law

Overview
Mass incarceration, police brutality, torture, and botched executions raise questions about the violence of the law: Must the law be violent to control violence? Does the law’s violence promote justice or disrupt it? How are law and punishment portrayed in literature, media, and art? We will analyze theory, literature, and visual imagery of the law’s violence ranging from Supreme Court Cases to Thomas Hobbes’ Leviathan to photographs from Ferguson, Missouri.

Goals
The course will be structured to foster critical thinking: you will learn to identify relevant questions about an issue, synthesize multiple perspectives, assess the soundness of a position, revise your work based on feedback, and apply your research to real world issues in a variety of modes (written, oral, visual, electronic, and nonverbal). The course will also help you formulate and defend your point of view via written essays, oral presentations, visual analysis, and through electronic and nonverbal communication.

Important Due Dates
- January 15: Project One Video
- February 5: Data Mining
- March 31: Researched Essays
- April 15: Book Art Project
- April 26, 28: Final Portfolio

Required Materials
- King Lear, William Shakespeare
- The Trial, Franz Kafka
- Billy Budd, Herman Melville
- Mass Incarceration on Trial, Jonathan Simon

24-hour tech support: 1-800-936-6899

A bookmaking session at the Georgia Tech Paper Museum, approximately $8.

Additional required materials
- Many Eyes
  Many Eyes is a free data-mining website hosted by IBM.
  Create a free account at www-958.ibm.com/software/analytics/manyeyes/

Course Website
Access articles, book chapters, assignment details, final portfolio instructions, and other required readings throughout the semester at www.higinbotham.lmc.gatech.edu

While teaching this course to you at the Georgia Tech campus, I will also be teaching at a high-security men’s prison just outside Atlanta. You will have the opportunity to visit the prison for a combined class. Interaction with the prison students is strictly voluntary. If you choose to visit the prison, you will be safe the entire time of your visit.
Evaluation

Every assignment will have specific and thorough guidelines that explain the specifics of the assignment. You can access the assignment information on both T-Square and the course website. You can also discuss an assignment with me before it is due. While the assignments themselves are challenging, you should never feel lost or confused about that actual parameters of an assignment or my expectations. If you do, please ask questions in class, come to see me during my office hours (or make an appointment), or e-mail me.

<table>
<thead>
<tr>
<th>Assignments and Grading</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Reading Quizzes</td>
<td>(20%)</td>
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<tr>
<td>Project One Video</td>
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<tr>
<td>Data-Mining</td>
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<td>Visual Rhetoric Justice Prezi</td>
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<tr>
<td>Researched Essay</td>
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<td>Book Art Project</td>
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<td>Final Portfolio</td>
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The **Participation Grade** will include (1) attentive, active engagement in class (explained more fully below), (2) reading and offering critique on two students’ assignments, and (3) periodic in-class assignments.

The **Reading Quizzes** will occur periodically at the beginning of class. They will include both the fiction and the nonfiction texts. I will drop your lowest quiz grade, which includes a 0 received for a quiz given during a class absence.

The **Project One Video** will be a 60-90 second video in which you relate your understanding and interpretation of Ted Chiang’s short story, “The Truth of Fact, the Truth of Feeling.”

The **Data-Mining** project will be an analysis of one of the literary works with IBM’s infographics software, Many Eyes.

The **Visual Rhetoric Prezi** will be a presentation you create with the software Prezi based on a visual analysis of an image of Justice.

The **Researched Essay** will be a 6-8 page essay centered on one of the literary works we read in class. In the essay you will formulate and defend a point of view based on research of scholarly sources.

The **Book Art Project** will be created at Georgia Tech’s Paper Museum at the end of the semester. It will give you the opportunity to engage with the course literature and themes on an aesthetic level.

The **Final Portfolio** will encompass revisions of your semester’s work along with a revised multimodal reflective essay.

Each assignment will be followed by a one-page reflection in which you address the main intellectual goals of the project. The reflections are due one week after each project is submitted and must be printed and submitted in hard copy. The artifact reflections will be formatted as required by the final portfolio stipulations:

Law depends on violence and uses it as a counterpunch to the allegedly more lethal and destructive violence situated just beyond law's boundaries. But the violence on which law depends always threatens the values for which law stands.

Austin Sarat

Purpose of the Assignments

All of the assignments for this course, from reading Shakespeare to creating media and written essays centered around the literary works, are designed for a purpose. They will help you exercise the concepts and skills that will benefit you as an educated person, putting your ideas into the world. Part of my job as a teacher is to help you understand the purpose of the assignments. If it isn’t clear, please ask me to clarify.

Academic Integrity

Plagiarism, from the Latin word for kidnapping, is presenting another person’s work as your own. It is a serious offense and can ruin your academic career. When you deliberately use someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy:

- Honor Challenge — http://www.honor.gatech.edu/
- Office of Student Integrity — http://www.osi.gatech.edu/index.php/
- Process for academic misconduct — http://www.osi.gatech.edu/plugins/content/index.php?id=15

Mistakes Are Welcome

A writing teacher I admire, Nick Carbone, has this to add about plagiarism:

Unfortunately, the term “plagiarism” is more technical than practical. It's used to describe equally mistakes in handling and citing sources and deliberate cheating and lying about the authorship of the work you hand in. In fact, one refuge of many cheaters is to say that they merely made mistakes in source handling. So by plagiarism in this course I want us all to distinguish between fraud and cheating, which is always wrong, and mistakes in learning, which are inevitable, correctable, and for many people, necessary for learning. Mistakes are welcome; deliberate fraud is not. (“Talking about Plagiarism: A Syllabus Strategy”)

Shakespeare
Fall 2014
Revision

Writing is a process, and revision is a gift, not a punishment. I will accept a revision of any of the major assignments within one week of when you receive your grade. A revision isn’t just a quick fix of the obvious errors, but a “re-vision,” or a second look at your work. If you choose to revise, it can only help, not hurt your grade. The revision must include a cover letter, in which you explain to me what and why you revised what you did. You may send revisions as e-mail attachments, but make sure I respond and tell you I received the revision. If I do not respond within a day, I did not receive the revision.

If you revise an assignment, I will average the two grades as your assignment grade.

Please note: Some scholarships, such as the Hope Scholarship, require that you maintain a certain grade point average. My grading policies are fair, and I’m always willing to discuss concerns you have over any specific grades when I return them to you. But I will not negotiate an overall course grade based on your jeopardized Hope Scholarship (or any other social or funding pressures). I am committed to fair, ethical, and equitable grading at all times.

Disagreements

I think most of what I have learned that is of any consequence has come through disagreement and further exploration. I welcome your respectful disagreements with me. If we all interpret the literature and philosophy of the law’s violence in the same way, we have a problem, because no real learning occurs in that way. At the prison where I teach, the new students are very hesitant to disagree with me or their peers, because in their universe, disagreements almost invariably escalate into violence. But they gradually learn that disagreements make the classroom environment more interesting and challenging. My classroom is not Plato’s Cave.

Please note that the college classroom is a place where ideas are exchanged respectfully. I look forward to an environment where this will occur, but I don’t have much tolerance for distracting behavior, such as rudeness, texting, sleeping, or updating your Facebook page during class. If your participation is disruptive to the classroom discussion, if it creates a hostile, intimidating, or offensive environment, you are subject to removal from the classroom at my discretion. Please see Georgia Tech’s policy on disruptive behavior at http://www.cettl.gatech.edu/sites/default/files/students/taweb/integrity/index.htm.

Communication Center

Georgia Tech’s Communication Center is located in Clough Commons, Suite 447. It is an excellent resource for all students who want help with a communication-related project, from their multimodal assignments for English 1101 and English 1102 to graduate school applications, from engineering and science reports to oral presentations, from storyboards for videos to poster designs, from grant proposals to job cover letters and resumes.

- **What kind of help is available?** The trained professional and peer tutors in the Communication Center help all students with their written, oral, visual, electronic, and nonverbal communication in every discipline.
- **What you can expect?** You can visit the center at any stage of the process for any project in any discipline. The knowledgeable and friendly professional and peer tutors are available to help you develop and revise your projects.
- **What are examples of the available help?** Have a B+ on a communication project that you really want to be an A? Get some help in the Communication Center. Need help getting your team to work more effectively? Get some help in the Communication Center. Have an important oral presentation? Get some help in the Communication Center. Struggling with writing or speaking or reading? Get some help in the Communication Center. Making a film or writing a novel? Get some help in the Communication Center with the communication elements of ANY project.
- **What’s not available?** The tutors are not available to “fix” your projects. Please do not expect tutors to proofread or edit—although tutors will be happy to help you develop self-editing strategies.
- **What about EEL/EFL support?** The staff includes professional tutors specially trained to assist non-native speakers.
- **How do you make an appointment?** For information on making an appointment please visit this website: <http://communicationcenter.gatech.edu/content/make-appointment>. If you need assistance with the appointment system, you can call 404-385-3612 or stop by the center.
- **What about cost and privacy?** All services are free and confidential.
Assignment Requirements

• Document your work (text and images) and ensure its syntactic, mechanical, and grammatical correctness. If you quote or paraphrase, use MLA internal, parenthetical citations as well as an end-of-document works cited list. Not providing appropriate citations constitutes a kind of plagiarism. Demonstrate scrupulous care in your citations.

• I discuss all specific requirements for assignments in class and provide specific assignment sheets on T-Square. Keep a copy of all assignments you submit. Please use Microsoft Word for your word processing.

• Maintain a cumulative folder (hard copy as well as computer file) that includes all your assignments (drafts and final version). This folder serves as a base for you to judge your improvement during the semester and to select samples for your final portfolio.

• Prepare for electronic disasters by always having backups. Keep in mind that it is not a matter of “if” your hard drive will fail, but “when.” Number the drafts as you revise your drafts (e.g., task.1, task.2, and so on). Do not delete assignment files after you submit the assignment. Keep your course files as demonstrable evidence that you are a skillful communicator, but if—against my advice—you decide to delete your course files, please keep them at least until you have received your final, official grade for the course.

Late Assignments

Try to avoid late assignments. In order to make the evaluation process fair to students who submitted their work on time, I will accept late assignments only if you communicate with me about it, and every day an assignment is late, the grade will be lowered by a letter grade (ten points). This includes weekends and there are no exceptions.

• Absent exceptional circumstances, reading quizzes cannot be made up.

• Late is still better than never when it comes to project stages and the like, however, because failure to complete the work associated with a particular stage or draft altogether would result in an unsatisfactory grade on the overall project.

Any assignment that is not submitted will be recorded as a 0 (“zero”) and averaged with the rest of your grades. This can damage your course average severely: For example, if you have completed five assignments with a 92 average but don’t submit a sixth assignment (which is counted as a “zero”), your overall average will be a 77.

Common Policies

You must familiarize yourself with Georgia Tech’s common policies about the evaluation rubric (grading), course completion, attendance requirements, participation in class, non-discrimination, the Communication Center, accommodations, academic misconduct, syllabus modifications, dead week policies, syllabus modifications, and learning outcomes. You will be responsible for these policies, and when you sign the Statement of Understanding, you affirm that you are familiar with these policies.  

http://b.gatech.edu/1vCZmpl

Dr. Higinbotham’s Classroom Policies

In addition to respectful, engaged participation, I have the following classroom policies: 1) no laptops unless we are specifically using them, for example during the portfolio workshop; 2) cell phones on silent and in your bags; 3) you should ask at least two questions or make two comments in each class. If speaking during class is extremely uncomfortable for you, you may write down your comments and/or questions and give them to me at the end of class. Alternatively, if you are very enthusiastic about speaking in class, please refrain from making more than five comments or asking more than five questions. You may write down what you were not able to say and I will read it after class. I also urge you to come to my office hours, and if they do not suit your schedule, arrange alternative office hours with me. This is to keep the entire class equitably participating during the time we have together.

Other Campus Resources

There are many other resources on campus that are dedicated to ensuring your educational, mental, and physical well being. For example, I take yoga classes at the Recreation Center (www.crc.gatech.edu).
Here are just a few that might help:
- Campus Police 404-894-2500 www.police.gatech.edu
- Inclement Weather Hotline 404-894-0500
- Emergency Information Line 404-594-7200
- GT Counseling Center 404-894-2575
- Sexual Assault Information Line 404-894-9000
- National Suicide Prevention Lifeline 1-800-273-TALK
- Women’s Resource Center www.womenscenter.gatech.edu
- Office of Student Integrity www.osi.gatech.edu
- Office of Diversity Programs www.diversityprograms.gatech.edu
- Center for Academic Success. Please contact if you need tutoring or any other kind of enhancement for your learning experience http://success.gatech.edu

Use WOVENText 2.2 Technical Support
My first question to you if you come to me saying that you couldn’t access WOVENText, or that a page in it didn’t load, or that your note didn’t work, or anything else related to the e-book that is technical, will be this: Did you contact technical support? I’ll ask because 98% of the time, students who contact Macmillan Higher Ed’s technical support have their problem solved. If you are part of the 2 percent whose issue could not be resolved right away, I’ll ask you for the Technical Support ticket number, and then I’ll share that with our sales representative so she can check on progress.

MHE Technical Support Details
1. Go to macmillanhighered.com/techsupport/
2. Click the chat button for live help, available 24/7; use an online form to request a response within 24 hours; or search the knowledge base for an FAQ.

Or call 1-800-936-6899  Monday-Thursday, 9:00 a.m. to 3:00 a.m. EST; Friday, 9:00 a.m. to 11:00 p.m. EST; Saturday, 11:30 a.m. to 8:00 p.m. EST; and Sunday, 11:30 a.m. to 11:00 p.m. EST.

English 1101/1102 Programmatic Rubric:
Available on T-Square, the course website, and the Common Policies website.

English 1102 Final Portfolio
Complete portfolio instructions, along with a model, are available on T-Square, on the Common Policies website, and on the course website. You can also access them here: http://blogs.iac.gatech.edu/wcppolicies/files/2014/12/Portfolio-Instructions-2014-2015-12-29-14.pdf.
Weekly Schedule
All readings and assignments are due on the day listed. For example, if you see *King Lear* act 1, that means you need to come to class having read the first act of Shakespeare's tragedy *King Lear*. Always bring the book we are discussing to class.

**January**

Tremble, thou wretch,
That hast within thee undivulged crimes
Unwhipt of justice!
*King Lear* 3.2.51-59

6 Introductions, Syllabus
8 Project One (T-Square)
13 Signed Syllabus Due
15 Project One Video Due (upload to T-Square before beginning of class)
20 *King Lear* act 1 / “The Stanford Prison Experiment” (T-Square)
22 *King Lear* act 2 / Project One Video Reflection Due (printed and submitted in class)
27 *King Lear* act 3 / “Politics and the English Language,” George Orwell (T-Square)
29 *King Lear* acts 4-5 / “Clutter,” William Zinsser (T-Square)

**February**

“The sword of justice has no scabbard.”
—Antoine Rivarol

3 *Mass Incarceration* chapters 1-3
5 Data Mining Due (upload to T-Square before beginning of class)
10 *Mass Incarceration* chapters 4-7
12 Adam Gopnik, “The Caging of America” / Data Mining Reflection Due (printed and submitted in class)
17 Robert Cover, “Violence and the Word” (T-Square)
19 *Brown v. Plata* (T-Square)
24 John Braithwaite, *Restorative Justice* p. 1-17 / Data Mining Presentations (in groups)
26 Poetry@Tech [http://poetry.gatech.edu/events.html](http://poetry.gatech.edu/events.html)
March

“Like a dog.”
Franz Kafka, The Trial

3  The Trial chapters 1-6
5  The Trial chapters 7-10
10 Research Proposal Due / Library Research Workshop: Homer Rice Library Classroom
12 This American Life: “Act 5,” Jack Hitt (T-Square)
17 Spring break
19 Spring break
24 Essay Workshop in Class
26 Bring draft of researched essay to class (5 page minimum)
31 Researched Essays Due (printed and submitted in class)

April

“Yet the angel must hang!”
Herman Melville, Billy Budd

2 Paper Museum / Poetry@Tech http://poetry.gatech.edu/events.html
7 Workshop book art in classroom / Conferences / Reflections on Research Essay Due (printed and submitted in class)
9 Billy Budd chapters 1-15
14 Conferences / Book Art Due
16 Billy Budd chapters 16-31 / Introduction to Portfolio Due (bring printed to class for peer review)
21 Dead Week
23 Dead Week

Portfolios due:

TR 9:35, Tuesday, April 28 10:50 am
TR 3:05, Tuesday, April 28 2:20 pm
TR 1:35, Thursday, April 30 5:40 pm

Please note: the syllabus is subject to modification over the course of the semester
STATEMENT OF UNDERSTANDING

PLEASE READ, PRINT, SIGN, AND RETURN THESE STATEMENTS TO DR. HIGINBOTTOM

I affirm that I have read the entire syllabus and policy sheet for ENGL 1102 and understand the information and the responsibilities specified.

________________________________________
print full name

________________________________________
legible signature

________________________________________
date
DIRECTIONS: Read carefully and check all that apply.

☐ I give my instructor, Sarah Higinbotham, permission to use copies of the work I do for this course, ENGL 1102 as examples in presentations and in print and electronic publications.

☐ I do not want my work used as examples in any situations.

If you give permission for your work to be used, please indicate how you want to be acknowledged:

☐ Please acknowledge me by name.
☐ Please use my work, but do not acknowledge me by name.

The following information enables me to contact you if your work is used.

________________________________________
print full name

________________________________________
legible signature

________________________________________
print permanent address

________________________________________
print campus address

________________________________________
phone

________________________________________
email address

________________________________________
date