



Do You See What I See?

FYS 028

**Fall 2019 Syllabus**

Instructor: Ted Lyddon Hatten  
 Class Meetings: Tuesday, Thursday, 12:30-1:45pm, HI 19  
 Office and Hours: Mars Café & the Wesley House by appointment  
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**Note: Items within the syllabus are subject to change.**

As a First Year Seminar (FYS), this course will be writing-intensive. The “S” in FYS is a clue about the course structure; seminar – meaning, discussion will be the primary mode of engagement. You will be expected to participate in our discussions, and you will be required to lead the discussion at some point during the semester.

**Course Requirements:**

- 1) Attendance of every class. More than two absences will adversely affect your grade. Absence from more than four class sessions will lead to an “F” in the course, regardless of the quality of other work. There are no “excused” absences except for documented university-related activities, family emergency, or severe illness. Exceptions may be granted to the above policy if the Office of Academic Affairs informs me of extraordinary circumstances.
- 2) Careful and close reading of all assigned texts.
- 3) Completion and submission of all writing assignments on time. Except in the case of serious illness or family emergency, each day an assignment is late will result in the drop of one full grade
- 4) Active and high-quality participation in discussions.
- 5) Check your Drake email account.
- 6) Consult with the Writing Workshop at least **once** during the semester.
- 7) Paper format: When in doubt, use APA or MLA, and a staple, always.

**Required Texts**

E –version [see Cowles e-reserve] “The Object Stares Back” by James Elkins

ISBN-10: 0156004976

ISBN-13: 978-0156004978

“How to Disappear” by Akiko Bush

ISBN 978-1-101-98041-5 (hardcover)

ISBN 978-1-101-980439 (ebook)

“The Case Against Reality” by Donald Hoffman

ISBN-13: 978-0393254693

ISBN-10: 0393254690

### Course Description

In this course we will take a long, careful look at seeing. It appears, writes James Elkins, that nothing could be easier than seeing. Nothing could be less in need of explanation. But, as we shall see, things are seldom as they appear. Seeing is irrational, inconsistent, and undependable. And yet we depend on it daily to make sense of the world and find meaning along the way.

What is the difference between vision and seeing?

Do you see what I see?

Do *they* see what *we* see?

What does it mean to be seen, or to go unseen?

These questions, and others, will shape our discussions as we explore belief (ours and theirs), blindness (theirs and ours), and the process of seeing. We will lean heavily on writing and the practice of street photography in our exploration of the city of Des Moines through public transportation.

In addition to keeping an electronic photo journal, and written reflections, and papers, our course will culminate with an exhibition of our photography at the Wesley House Gallery.

### Course Schedule

Date	Topic	Reading Due (on the date to the left)
<b>Week 1</b>		
8/27	Introductions	
8/29	Etc.	syllabus
<b>Week 2</b>		
9/3	Discussion	Elkins, Introduction, chapter 1-3 (e-reserve)
9/5	Discussion	Elkins, Introduction, chapter 1-3 (e-reserve)
<b>Week 3</b>		

9/10	Guest speaker – combined flight, Meredith 101	Keesha Ward
9/12	Journal #1 <b>due</b> – Selfless selfie – e copy	image spark*
<b>Week 4</b>		
9/17	Discussion - writing prompt	
9/19	Library	
<b>Week 5</b>		
9/24	Journal #2 <b>due</b> –DART /open – e copy	image spark*
9/26	Discussion - writing prompt	
<b>Week 6</b>		
10/1	Scott Chapel – Seeing patterns, seeing stories	
10/3	Blindness – WH	Elkins chapter 6
<b>Week 7</b>		
10/8	“Blindsight”	
<b>10/10</b>	“Blindsight” discussion Journal #3 <b>due</b> – Blind photography– e copy	image spark*
<b>Week 8</b>		
10/15	Fall Break	
10/17	“Believe It or Not” paper <b>due</b> – hard copy <b>Peer review workshop in class</b>	
<b>Week 9</b>		
10/22	Re-Vision “Believe It” <b>due</b> – draft and final hard copy Writing conferences	“Rivers and Tides”
10/24	Writing conferences	“Rivers and Tides”

Week 10		
10/29	Discussion (Group A) Journal #4 <b>due</b> belief on the bus – e copy	Hoffman intro-ch.3 image spark*
10/31	Discussion (Group B)	Hoffman ch.3-6
Week 11		
11/5	Discussion (Group C)	Hoffman ch.6-
11/7	Discussion (Group A)	Bush intro-ch.5
Week 12		
11/12	Discussion (Group B)	Bush ch.5-7
11/14	Discussion (Group C)	Bush ch. 8-11
Week 13		
11/19	Journal #5 <b>due</b> TBA – e copy Presentations	
Week 14		
11/21	Presentations	

Week 15		
11/26	Final Project (image and micro essay) <b>due</b>	
11/28	No class - Thanksgiving	
12/3	Presentations  Opening – “Do You See What I See”  5-7pm Wesley House	
Week 16		
TBA	Final Writing Project <b>due</b> e-copy	

## Assignments

### Bus Ride/Journal

The Des Moines Area Transit (Dart) Bus system is a means of transportation for many people in the area. For us, it will be a means to see. Throughout the semester, you will ride the DART bus three times and record pictures and your thoughts. You will use best practices as discussed regarding the ethics of photography. You will write a 500 word journal entry within 48 hours of each time you ride the bus that reflects on 1) your experience, 2) things you noticed, 3) themes from our course that you see in real life, 4) conclusions you have made, 5) photos you have taken (no more than 5).

Please send the reflection and the photo(s) in two separate files. Thank you for **not** imbedding the image into a document. Please include your name in the file's name.

1. Selfless selfie: image and reflection due: 9/12
2. ¿What do you see on the bus? Image and reflection due: 9/24
3. Blind photography: image and reflection due: 10/10
4. Belief on the bus. image and reflection due: 10/29
5. TBA image and reflection due: 11/19

**Paper: Believe It or Not****Due:**

Conducting research in a “post-truth world” can be challenging. Public discourse is peppered with facts, “alternative facts,” and bold-font lies. Fake news is a real thing, as is fake research. All of this can make it difficult to know whom to trust. Navigating these swift waters requires critical thinking and a really good librarian.

This 5-page paper will require the assistance of a librarian at Cowles, as you write a manual for incoming first-year college students on discerning the veracity of an academic source. What are the criteria by which one should judge a source? Are some sources irreproachable? In this paper, you will be asked to guide someone new to higher education and the rigors of sound research that is acceptable to the academic community. Your paper will teach would-be scholars how to know that the truth upon which they have built their argument is, in fact true. Your paper must include four reputable sources and subscribe to MLA or APA guidelines. This paper accounts for 1/4 of your final grade.

**Presentation / I saw...**

Each of you will give a 15 min. presentation. In this assignment, you are asked to reflect on the work you have done, the things you have seen, and the meaning you have made/found as it relates to this course. The format is entirely up to you, but you must finish this sentence; *I saw...*

**Participation**

Discussion will be an important part of our journey. As you might expect, you will be asked to demonstrate your grasp of the material by full participation in the discussion. We will define “full participation” as a group.

\* *Image spark* means that we will spend a portion of our time together viewing photographs and seeing where the discussion leads.

**Final project: image, paper, micro-essay**

You will write a 5-page paper reflecting on a single image from your photo journal, plus a 100-word micro-essay that will accompany your photograph in the exhibit. In this paper you are asked to engage with the readings, themes and issues we have covered this semester.

Image and micro-essay are due,

Paper is due by

**Grading**

Bus Ride/Journals (Five total)	25 points
“Believe It or Not” paper	25 points
Participation	25 points
Final project + Presentation	25 points

## **Student Resources**

### **Cowles Library**

Librarians like to help. In fact, it's their job. Talk to them, call, text, email, or schedule a time to visit here:

<http://libraryhelp.drake.edu/>

General Cowles Library website: <https://library.drake.edu/>

Cowles Library website for research guides: <http://researchguides.drake.edu/>

### **The University Counseling Center (UCC)**

The Counseling Center offers to all currently enrolled Drake students a variety of counseling services. If you are feeling overwhelmed, please ask for help. You can find it here:

<http://www.drake.edu/counselingcenter/>

Drake University Counseling Center

3116 Carpenter Avenue

Des Moines, Iowa 50311

(515) 271-3864

Hours: Monday - Friday from 8:00am to 5:00pm

### **Office of Student Disability Services**

Learning Disabilities. Every effort will be made to accommodate students with specific learning needs. If you have a disability and require academic accommodation, I will be happy to discuss your needs. Accommodations are coordinated through Student Disability Services:

[www.drake.edu/sds/](http://www.drake.edu/sds/). Please contact Michelle Laughlin, SDS coordinator at

[michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu).

### **Title IX and Sexual Assault Response and Prevention**

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal charges – these non-confidential resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator. Professors, and most Drake employees are non-confidential, meaning they are obligated to report incidents of misconduct. This does not mean the victim must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety planning, counseling, disability or immigration services and assistance in academic and housing accommodations as needed.

University contacts:

- Resources and reporting options can be found on the Title IX webpage at [www.drake.edu/titleix](http://www.drake.edu/titleix).
- Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential support and advocacy services. To access a V.I.P. advocate call or text 515-512-2972.
- Katie Overberg, Title IX Coordinator: 271-2982 or [titleix@drake.edu](mailto:titleix@drake.edu)

### **(free) Silence**

Scott Chapel (near Medbury Hall), Wednesdays, 12-12:30pm. (free) Silence is a contemplative gathering for students, faculty, staff, and community members seeking to share deep silence with others.