English S114 – Sedition and Dissent
Section Syllabus

What do we risk when we speak out against the state? If a government or institutional authority can declare anything it doesn’t like to be seditious, is speech really free? Modern institutions, from governments to corporations to universities, have adopted “sedition” as a term of disapprobation against subjects, workers, and members who engage in protest. How does the need for a law against speech that incites social and political upheaval square with free speech values and First Amendment rights? Through contemporary theorists and historical authors, we will consider how radical speech has been punished and restricted over time. Our conversations will expand into topics as diverse as the ethics of protest, the necessity of investigative journalism, and the consequences – like charges of treason – that make “free speech” such a precarious category. We will ask who has the right to speak freely, whether speech constitutes a kind of action, and how these thorny issues translate into our current political moment. We will look at this topic through a range of lenses: literary critical, historical, legal, political. And we will ask ourselves how these questions map onto the recent explosion of free speech debates across college campuses nationwide.

Course Objectives:
This course concerns your development as a college-level writer. Through each of the four course units, we will focus on identifying a problem, making a defendable claim, supporting claims with evidence and warrants, and providing a motive for writing. We will pay close attention to the arguments in the readings and use them as positive and (in some cases) negative examples. Our discussion in class will foster our understanding of what it means to delineate and defend a debatable claim and we will complement these broader aims with attention to essay organization and writing style. With the help of brief writing assignments, in-class presentations and workshops, and one-on-one instructor conferences, this course seeks to cultivate your creativity and empower you as a persuasive, engaging, and lucid writer.

Required Texts:
All required course readings will be uploaded to Canvas.
English 114 – Sedition and Dissent
Class Schedule

UNIT 1: What’s So Free about Free Speech?

Week 1

Monday, 6/29  Introduction: Contexts and Key Terms
Fish, “There’s No Such Thing as Free Speech, and It’s a Good Thing, Too”

Wednesday, 7/1  Reread Fish
*The Craft of Research*, Chapter 8: “Making Claims”
Preliminary claim for P1 Due at 1:00 p.m. (beginning of class)

Thursday, 7/2  P1V1 Due

Friday, 7/3  P1V1 Workshop

UNIT 2: Speech and Action

Week 2

Monday, 7/6  P1V2 Due
Milton, *Areopagitica* (selections)
Foucault, *Fearless Speech* (selections)
*The Craft of Research*, Chapter 6: “Engaging Sources”

Wednesday, 7/8  Butler, “Sovereign Performatives in the Contemporary Scene of Utterance”

Thursday, 7/9  P2V1 Due

Friday, 7/10  P2V1 Workshop

UNIT 3: Speech and Punishment

Week 3

Monday, 7/13  Library Day
*The Craft of Research*, Chapter 5: “From Problems to Sources”
Healy, “The Justice Who Changed His Mind: Oliver Wendell Holmes, Jr., and the Story behind Abrams v. United States”

Tuesday, 7/14  P2V2 Due
Wednesday, 7/15  Research Proposal Due at 1:00 p.m. (beginning of class)
Proposals Workshop
Belknap, “Why Dennis v. United States is a Landmark Case”
Church, “Conspiracy Doctrine and Speech Offenses: A Reexamination of
Yates v. United States from the Perspective of United States v. Spock”

Friday, 7/17  Annotated Bibliography for P3
Argument-building exercises
_per curiam, SCOTUS Majority Opinion Brandenburg v. Ohio_

**Week 4**

Sunday, 7/19  P3V1 – Claim and Evidence Due

Monday, 7/20  Radiolab, “Post No Evil”
P3V1 – Claim and Evidence Workshop

Wednesday, 7/22  ContraPoints, “Canceling”
of Satire”

Thursday, 7/23  P3V1 – Full Version Due

Friday, 7/24  P3V1 Workshop

**UNIT 4: Speech under Campus Control**

**Week 5**

Monday, 7/27  Butler, “Critique, Dissent, Disciplinarity”
Kitchell, “Berkeley in the Sixties” (Film Documentary)

Tuesday, 7/28  P3V2 Due

Wednesday, 7/29  Yale 2015-2016: readings from the Halloween scandal
Friedersdorf, “The New Intolerance of Student Activism”
Manne and Stanley, “When Free Speech Becomes a Political Weapon”
Bromwich, “What are we allowed to say?”

Friday, 7/31  Presentations
**Op-Ed Due at 1:00 p.m. (beginning of class)**
**Reflections on Presentation Due by midnight**
Course Policies and Guidelines

Course Requirements:

1. Attendance and participation: Your attendance is mandatory. Missing class or arriving to class late will affect your participation grade. You are allowed one unexcused absence (with no consequences), but two or more absences will result in an automatic zero for overall participation, and four or more absences will result in a failing grade for the course.

I expect you to show up to class – physically and mentally. Remember that there’s no point in coming if you aren’t coming prepared to discuss the reading; it’s a waste of your time, my time, and your classmates’ time. I expect that you will come prepared with at least one thing to say, with the understanding that if you do not, I will assume you have not done the reading. If you have trouble speaking up in class (I’ve been there, too!), there will be plenty of structured opportunities to alleviate some of the pressure of spontaneous participation. But if you find yourself in that situation, I encourage you to talk to me about it so we can work on it together. It is part of my job as your teacher to help you feel confident and prepared to participate.

2. Classroom work: There will occasionally be short, in-class and take-home assignments for credit/no credit, which will affect your participation grade. One formal presentation on your final written piece will be scheduled in the last week of class.

3. Framing Presentation: You will present on a topic of your choice and lead the class in the first twenty minutes of discussion one time this summer session. See below for details.

4. Essays: You will submit three formal essays along with several draft versions. Your final (fourth) project will be a short op-ed, written with an eye toward publication. Prompts will be posted on Canvas and handed out in class as we move through each unit.

5. Instructor conferences: You must meet with me at least once for each formal essay (three conferences total) in order for us to discuss your writing development and to pinpoint individual areas of focus. This is your opportunity to get personalized feedback and for you to address any questions or concerns about the assignments or course material.

Grade Breakdown:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>First Paper (4 pages, close reading for argument)</td>
<td>10%</td>
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<td>Second Paper (5 pages, controlled research argument)</td>
<td>20%</td>
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<td>Third Paper (8-10 pages, research-based argument)</td>
<td>35%</td>
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<td>Annotated Bibliography and Working Claim for P3</td>
<td>5%</td>
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<tr>
<td>Oral Presentation (10 min.), Reflections (2 pages), Op-Ed (&lt;750 words)</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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Calendar of Due Dates:

Preliminary claim for P1 (due at 1:00 p.m.) Wednesday, 7/1
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Paper 1 Version 1 (a first draft)</td>
<td>Thursday, 7/2</td>
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<tr>
<td>P1V2 (final draft)</td>
<td>Monday, 7/6</td>
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<td>P2V1</td>
<td>Thursday, 7/9</td>
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<tr>
<td>P2V2</td>
<td>Tuesday, 7/14</td>
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<tr>
<td>Research Proposal and Working Bibliography (due at 1:00 p.m.)</td>
<td>Wednesday, 7/15</td>
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<td>Annotated Bibliography for P3</td>
<td>Friday, 7/17</td>
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<tr>
<td>P3 Claim and Evidence</td>
<td>Sunday, 7/19</td>
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<td>P3V1</td>
<td>Thursday, 7/23</td>
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<td>P3V2</td>
<td>Tuesday, 7/28</td>
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<td>Op-Ed (due at 1:00 p.m.)</td>
<td>Friday, 7/31</td>
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<tr>
<td>Presentations (in class)</td>
<td>Friday, 7/31</td>
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<tr>
<td>Reflections on Presentation</td>
<td>Friday, 7/31</td>
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**Disability Accommodations:**

If you require disability-related accommodations, or have emergency medical information you wish to share with me, please let me know immediately so we can make the appropriate arrangements.

**Framing Presentations:**

One time this semester, you will be responsible for heading the first twenty minutes of class discussion on one of the readings. You can think of this as a kind of reading response assignment. Come prepared with a discussion framework you want to guide your peers through: take us to specific passages in the text, moments of tension or confusion, and generate a set of questions to which everyone can readily respond. It is more important to ask provocative questions and steer the class to interesting problems in the text than it is to have a fully-formed argument. Presentations that engage the full range of classroom participation are preferable to monologues. You may bring in outside sources if you find the added context adds to your point of interest, or you may stick solely to the text. These twenty minutes are yours to control.

**Written Assignments:**

All written work must be submitted by midnight on the due date listed in this syllabus unless otherwise indicated. If, for example, that date is Friday, I must have something from you by 11:59 p.m. Friday evening. Submit your papers directly to me via email in MS Word (.doc or .docx) format.

**Late papers policy:** You are allowed a 24-hour reprieve on a final version paper deadline (V2) *one time* this summer, no questions asked. In all other instances (more than a day late, or more than one late paper), your paper grade will automatically go down by 1/3 for each day it is late. This is designed to allow for emergency circumstances as they arise, so think twice before using this built-in buffer on a whim.
**Draft deadlines (V1) are non-negotiable.** Since you will be workshopping your classmates’ drafts during scheduled class times, it is imperative that you provide a draft paper to exchange with your peers.

All written assignments should be formatted in 12-point Times New Roman font, double-spaced, with 1” margins on all sides and page numbers in the upper right-hand corner. Include a bibliography of all cited sources at the end. Think carefully about which citation style you use; consider what kind of journal your essay might appear in and follow the appropriate citation format (MLA, Chicago, or APA). Make sure you are consistent in the style you choose.

Academic Dishonesty:
Plagiarizing in a writing course is like finishing the New York City Marathon on a golf cart: self-defeating. The point of this course is to improve your writing and your argumentation, so that you can effectively and intelligently navigate the waters of academic conversation. I am here to help you do that. All I need are your words and your ideas.

Yale College defines plagiarism as “the use of someone else’s work, words, or ideas as if they were one’s own.” This definition includes the following:
1. Failure to acknowledge a source for opinions, insights, or specific language, either from published or unpublished materials;
2. Submission of the same paper, or a substantially similar paper, in multiple courses;
3. Submission of a paper written by someone else.

You can read the full definition on the Yale College Undergraduate Regulations page, “Definitions of Plagiarism, Cheating, and Documentation of Sources” (http://catalog.yale.edu/undergraduate-regulations/policies/definitions-plagiarism-cheating/). The Poorvu Center for Teaching and Learning also has a reference for proper source citation here: http://ctl.yale.edu/writing/using-sources. By submitting the first assignment, you are indicating that you have read, understood, and agreed to abide by Yale’s expectations of academic honesty.

**Note on Grades:**
I am ready and willing to give feedback throughout the summer on any aspect of the course that may concern you, so long as you agree to speak in person over Zoom. If you are unhappy with the grade you have received for an assignment, do schedule a meeting to come and discuss how your work might be improved; do not come to ask for a different grade, or tangentially, to ask why you did not receive a particular grade. My job is to teach you how to ask provocative and generative questions, and how to craft engaging and compelling arguments in your writing. Consider your grade as a reflection of how thoroughly you have engaged and questioned the course materials, rather than an end in and of itself.