Course Description

Place is an important geographical concept; it is different than location, which refers to the longitude and latitude coordinates on a map. A far broader concept, place, includes a consideration of the history, politics, economics, and culture of a location in forming an assessment of a community’s identity. This seminar focuses on the place called Greenville, South Carolina.

Seminar participants will investigate what place means in the case of Greenville. Is Greenville a conservative community? If so, does that refer to its politics, religion, economics or all three? What of Greenville’s demographic portrait—is it a wealthy place or a poor one? What are the city’s leading industries? How have they changed over time? What is its racial and ethnic composition? How does Greenville’s history shape contemporary life? It is important to note that Greenville is a New South city in South Carolina, a deep South state, and it is impossible to understand the city without noting its regional and state location. We also will spend time on local politics (both at the city and county level) and the role of Greenville politicos in the state and national scene. While there might be a conventional perspective on Greenville, seminar participants will analyze how the arts community, the revitalization of downtown, the migration of new residents to the city, and the growing reputation of Greenville as a hub of business innovation notably in the automobile and medical industries are reshaping the conventional view. Seminar participants will also study Furman’s role in the community after its arrival in the 1850s. In sum, the consideration of Greenville as a place is a question that offers many opportunities to whet an intellectual appetite—the #1 goal of a first-year seminar.

To accomplish these goals, we will read essays penned by historians, journalists, political scientists, and sociologists. Students will read The Greenville News and Greenville Today, a daily email newsletter, to stay on top of local current events. The city’s downtown is among the finest in the nation and much ballyhooed in the local and national media; to learn more, we will read John Boyanoski’s excellent account of the revitalization of downtown Greenville.

This course places equal weight on its second goal—putting students on the path to becoming effective college writers. As such, the curriculum exposes students to topics such as audience, purpose, and genre; concision and precision; paragraphing; locating sources; evaluating evidence; understanding writing as a collaborative process; and using a stylesheet, in this seminar’s case, that of the American Psychological Association. All seminar participants will learn and abide by the University’s standards on academic integrity, particularly as they relate to plagiarism. Finally, seminar participants will become fluent in the use of the information technologies, and we will have a librarian, Mr. Richardson, assigned to our course to assist us with this goal.

Required Readings


Course Requirements

Informative Essay (10%). Like other members of the Class of 2020, you are a recent arrival to the Furman community. While your classmates may currently be focused solely on their entry into the University, this essay takes as its starting point that to have the richest Furman experience one has to explore and experience Greenville city and county. The writing task is to inform other members of the Class of 2020 about the exciting world beyond Furman’s gate. Choose a person, event, institution, organization, activity, or place in Greenville that is emblematic of the community and pen an essay of 1000-1100 words, double-spaced, typewritten in 12-point Times Roman font, in WORD, with one-inch margins.

Textual Essay (15%). Write an essay that analyzes a text that centers on Greenville. Students have a broad array of options in writing this essay. For example, the essay might analyze how local companies advertise their relationship to Greenville or characterize the community through advertisements, websites, billboards, brochures, or other publications. How do political candidates create an image of Greenville in their campaign fliers or other publication? What does one learn about Greenville from a study of letters to the editor published in The Greenville News? After choosing a topic, write an essay of 1000-1100 words, double-spaced, typewritten in 12-point Times Roman font, in WORD, with one-inch margins.

Solution Essay (20%). Write an essay that brings attention to a problem in Greenville, outline several solutions, and defend one as superior to the others. This essay will likely require that you attend a public meeting or conduct an interview in constructing your argument. For example, what are the implications of the building boom in downtown Greenville for affordable housing? Who is being priced out of the market? Or another issue—should local government pass regulations on vaping or are such regulations in search of a problem? The final essay should be 1000-1100 words in length, double-spaced, typewritten in 12-point Times Roman font, in WORD, with one-inch margins.

Research Paper (25%). Write a short research paper on a subject germane to Welcome to Greenville. This paper must employ at least five sources (including two that are primary sources). The final essay should be 1000-1100 words in length, double-spaced, typewritten in 12-point Times Roman font, in WORD, with one-inch margins.

Writing Portfolio (15%). Throughout the semester you have the opportunity to revise and polish your work. At the end of the semester, you will present two of the four assigned essays in polished form, along with a short (500 word) essay that describes your writing process. Additionally, you’ll include what you consider your best peer review and two revised versions of Greenville News notes submissions. The portfolio is turned in at the time of the final exam.

Daily Work/Class Participation (10%). It is your responsibility to complete the assigned readings prior to class and to engage in a discussion of those materials during class. On occasion, there will be in-class writing assignments that cover the assigned material, and there may be a pop quizzes on the reading. To deepen the understanding of the assigned material, in-class writing assignments and group work may also be assigned.

Greenville Notes (5%). You are responsible for reading The Greenville News on a regular basis and for writing one summary each week of an interesting article, op-ed, or letter to the editor. These notes are due each Friday evening by 11:59 PM.
Grading

95-100-A
90-94-A-
87-89-B+
84-86-B
80-83-B-
77-79-C+
74-76-C
70-73-C-
67-69-D+
64-66-D
60-63-D-
Below 60-F

Rules of the Game

(1) Failure to complete projects and daily work on the established due dates will result in a zero (0) for that paper/assignment.
(2) No extra credit is available.
(3) Students must complete all work to receive course credit.
(4) You are responsible for knowing and following the University’s policy on Academic Integrity.
(5) Any student wishing to receive an accommodation under the Americans with Disabilities Act (ADA) needs to provide documentation from the Student Office of Disability Resources (SOAR), 294-2302 to Professor Halva-Neubauer.
(6) No more than one unexcused absence is allowed; excused absences are those that are granted by Dean Gabbert’s office or are for documented, extenuating circumstances that prevent you from attending class.
(7) Cell phones will be turned off and put in a basket during our class sessions.
(8) No computers are allowed in class. Take notes in the old-fashioned manner—by handwriting them!
(9) It is RUDE to arrive to class late, leave the session early, or to leave class during the session and then return. Be forewarned that this is your professor’s chief pet peeve.

COURSE OUTLINE

August 23—Introduction to the course and its goals—generating intellectual curiosity and enthusiasm, acquiring and polishing effective writing skills; becoming fluent in information technologies; understanding academic integrity, particularly as it applies to plagiarism.

August 25—College Orientation/Effective Note Taking; Greenville’s dynamic culture; Visit to the Writing and Media Lab (WML)

READ: H, Chapters 1-2; Katie Knorovsky, “Going Greenville: South Carolina’s Rising Star” (on Moodle)

August 30—Effective Reading/Planning for Good Writing; Writing Informative Essays

READ: H, Chapters 3-4; Informative Essays (on Moodle)

BRING TOPIC(S) FOR INFORMATIVE ESSAY TO CLASS.

September 1—False gods of good writing, handbooks, the “footstool essay,” How civic resilience is occurring at the local level


September 6—References, First of Many Takes

READ: H, Chapter 7
First Draft, Informative Essay due by 11:59 PM (delivered to HN electronically)
September 8—Peer Response Workshop for Informative Essays

**READ:** Providing useful feedback to peers (Moodle)

**BRING THREE COPIES OF DRAFT TO CLASS**

September 13—Research Papers

**READ:** H, Chapter 8

**FINAL DRAFT OF INFORMATIVE ESSAY DUE BY 11:59 PM**

September 15—Library Resources, Steve Richardson

September 20—Textual Analysis Essays; Foundation for Greenville’s Renaissance

**READ:** Textual Analysis Essays (on Moodle); B, pp. 9-25

**BRING TEXTUAL ANALYSIS TOPIC TO CLASS**

September 22—Vision for Downtown; Unclear Writing

**READ:** B, pp. 27-34; WB, Chapter 1

September 27—Knox White, Greenville’s Beginnings

**READ:** B, pp. 35-47; “On the Frontier” (Moodle)

**FIRST DRAFT OF TEXTUAL ANALYSIS ESSAY DUE AT 11:59 PM**

September 29—Peer Response Workshop

**BRING THREE COPIES OF TEXTUAL ANALYSIS ESSAY TO CLASS**

October 4—Poinsett Hotel; Greenville Emerges

**READ:** B, 49-64; “Becoming Greenville” (Moodle)

**FINAL DRAFT OF TEXTUAL ANALYSIS ESSAY DUE AT 11:59 PM**

October 6—Residential Development; Correctness and Actions

**READ:** B, 65-73; WB, Chapters 2-3

October 11—Solution Essays; Characters, Cohesion, Coherence

**READ:** Solution Essays (on Moodle); WB, Chapters 4-5

**BRING SOLUTION ESSAY TOPIC TO CLASS**

October 13—Mast General; Emphasis, Motivation

**READ:** B, pp. 75-80; WB, Chapters 6-7

October 18—No Class, Fall Weekend

October 20—Falls Park; Vardry McBee

**READ:** B, pp. 81-101; “Founding Father” (Moodle)
October 25—Global Coherence and Concision

**READ:** WB, Chapters 8-9

**FIRST DRAFT OF SOLUTION ESSAY DUE BY 11:59 PM**

October 27—Peer Response Workshop

November 1—Public Art in Downtown Greenville; The 1850s

**READ:** B, pp. 103-119; “The 1850s” (Moodle)

**FINAL DRAFT OF SOLUTION ESSAY DUE BY 11:59 PM**

November 3—Greenville Drive; The Civil War and its Aftermath

**READ:** B, pp. 121-143; “War and Reconstruction” (Moodle)

November 8—Shape and Elegance

**READ:** WB, Chapters 10-11

November 10—Future of Downtown, Research Papers,

**READ:** B, pp. 145-152, Research Papers (Moodle)

**RESEARCH PAPER TOPIC DUE**

November 15—Ethics of Style; New South City

**READ:** WB, Chapter 12; “Becoming the ’New South” (Moodle)

**PRELIMINARY BIBLIOGRAPHY FOR RESEARCH PAPER DUE**

November 17—Furman’s Desegregation and Southern Baptist Politics; Early 20th Century Greenville

**READ:** NOB, pp. 3-23; “Civic Progress” (Moodle)

**CONTENT NOTES FOR RESEARCH PAPER DUE**

November 22—“Progress, Pragmatism, and Power;,” WWI and the Great Depression

**READ:** NOB, pp. 24-39; “Boom and Bust” (Moodle)

November 29—Peer Review Workshop

December 1—Blackwell, Vaughn, and Bonner; WWII and its Aftermath

**READ:** NOB, pp. 41-55; “War and Postwar” (Moodle)

December 6—Global Thoughts on Writing; Revitalization

**READ:** H, Conclusion; “Revitalization and New Directions” (Moodle)

**FINAL DRAFT OF RESEARCH ESSAY DUE BY 11:59 PM**

December 9 (Friday), Writing Portfolio due by **11:00 AM**