GROWING UP PERFECT
MWF 9:30 – 10:25 a.m.

Mr. Grafflin

Office location: Pettengill #117
Office phone/voicemail: (207) 786-6073
[This is the best way to reach me quickly]
Department fax: (207) 786-8333
Personal E-mail: dgraffli@bates.edu
[This is not the best way to reach me quickly!]
Course E-mail: ffys292a
[goes to everyone registered, and to me]

Office hours: These are subject to endless adjustment, as other responsibilities/crises/confusions surface during the semester, so I encourage people to make an appointment for some mutually convenient time either in person or by leaving me a voicemail message. My E-mail account tends to get swamped with outside communications, so it is not the most efficient way to find me. There is also a box on my office door (in which tiny scraps of paper immediately vanish from sight—use a standard sheet of paper). I am in and out of my office all week long, getting here early in the morning (usually by 8:00). My schedule this semester already blocks out the following times:

- **Monday**: 9:00—1:00
- **Wednesday**: 9:00—1:00
- **Friday**: 9:00—1:00

Afternoons (especially on Mondays) tend to get lost in committee and department meetings. The easiest way to be sure of finding me is to call ahead. (Looking at the class schedule, MWF 1:00 looks like a time I’m probably going to be in my office, if you aren’t a morning person.)

**Course description:** Every one of us wonders what we would be like if we realized our full potential, and every society struggles to describe the royal road to human perfection. From Aristotle’s “reflective intelligence” to J.K. Rowling’s Harry Potter, the library shelves bulge with examples and advice. In this course, students read classic guides of self-improvement from 2,000 years of global culture -- Roman, Chinese, American, and European – looking for the cultural supermodel that makes a bestseller, or moves a society.
Class Schedule

Initial Meeting:
Fri 02 Sep  9:00—10:15 a.m. Graff, Clueless in Academe, pp. 1-61, 275-277
(mail in advance to permanent address)

Part I: Introduction
Week One
Mon 05 Sep  C1  Lipson, Part One, Chapters 1 & 2 (pp. 3-31)
Wed 07 Sep  C2  Lipson, Part One, Chapter 3 (pp. 32-48)
Fri 09 Sep  C3  Library Instruction Room (next to Help Desk)

Part II: The Roman Example (1st century A.D.)
Week Two
[Institutio Oratoria]
Mon 12 Sep  C4  Quintilian, Introductory material, pp. 1-49
Wed 14 Sep  C5  Quintilian, Book I, Chapters 1-2
Fri 16 Sep  C6  Quintilian, Book I, Chapters 3-5

Week Three
[Institutio Oratoria]
Mon 19 Sep  C7  Quintilian, Book I, Chapters 6-8
Wed 21 Sep  C8  Quintilian, Book I, Chapters 9-12
Fri 23 Sep  C9  Quintilian, Book II, Chapters 1-4

Week Four
[Institutio Oratoria]
Mon 26 Sep  C10  Quintilian, Book II, Chapters 5-12
Wed 28 Sep  C11  Quintilian, Book II, Chapters 13-16
Fri 30 Sep  C12  Quintilian, Book II, Chapters 17-21

Part III: The Traditional Chinese Example (12th century A.D.)
Week Five
[Chu-tzu yü-lei chi-lüeh]
Mon 03 Oct  C13  Chu Hsi, pp. vii-xii, 3-34
Wed 05 Oct  C14  Chu Hsi, pp. 35-81
Fri 07 Oct  C15  Chu Hsi, pp. 85-87 and Chapters 1-2 (CTYLCL 7-8)

Week Six
[Chu-tzu yü-lei chi-lüeh]
Mon 10 Oct  C16  Chu Hsi, Chapters 3-4 (CTYLCL 9-10)
Wed 12 Oct  C17  Chu Hsi, Chapter 5 (CTYLCL 11)
Fri 14 Oct  C18  Chu Hsi, Chapters 6-7 (CTYLCL 12-13)

Week Seven
Mon 17 Oct  C19  Exercise on Chu Hsi vs. Quintilian
Wed 19 Oct  fall recess
Fri 21 Oct  fall recess
Part IV: Mid-Course Corrections & Nitpicking Technicalities

Week Eight
Mon 24 Oct  C20  individual pre-registration conferences
Wed 26 Oct  C21  individual pre-registration conferences
Fri 28 Oct  C22  no class  [Maine School Management Association conference]

Week Nine
Mon 31 Oct  C23  individual pre-registration conferences
Wed 02 Nov  C24  Lipson, Part Two, Chapters 4 & 14 (pp. 49-56, 171-181)
Fri 04 Nov  C25  Lipson, Part Two, Chapter 5 (pp. 57-85)
   Get paper assignment for Part One of Franklin.

Part V: The American Example (18th century A.D.)

Week Ten  [Autobiography, Part One]
Mon 07 Nov  C26  Franklin, p. 3, line 1, through p. 27, line 24
Wed 09 Nov  C27  Franklin, p. 27, line 25, through p. 51
Fri 11 Nov  C28  Franklin, p. 52, through p. 70, line 2

Week Eleven  [Autobiography, Parts Two, Three & Four]
Mon 14 Nov  C29  Franklin, p. 70, line 3 “Mem'o…” through p. 93, line 23 “...Humility”
Wed 16 Nov  C30  Franklin, p. 93, line 24 “Thus...” to p. 167, line 25 “1757”
Fri 18 Nov  C31  Franklin, p. 167, line 25 “As soon...” to the end (p. 171)
   Paper on Part One due at the beginning of class!
   Pick up final exam essay question.

Thanksgiving recess week * 21—25 November

During the last week (05-09 Dec), you will be responsible for the whole of J.K. Rowling, Harry Potter and the Sorcerer’s Stone [Volume 1 of the series], so you might want to (re-)read it over the Thanksgiving recess, in light of the final exam question.

Week Twelve
Mon 28 Nov  C32  individual paper conferences
Wed 30 Nov  C33  individual paper conferences
Fri 02 Dec  C34  individual paper conferences
   Example of system of perfection due

Part VII: The British Example (into the 21st century A.D.)

Week Thirteen  [Harry Potter #1]
Mon 05 Dec  C35  Rowling, pp. 1-309 (complete)
    (other samples handed out)
Wed 07 Dec  C36  discussion of other samples

Final examination – Friday 09 December at 10:30 a.m.
Reading List (in order of use)
(material available in bookstore)

*You are expected to have the relevant book with you every day in class!*

How it is listed in the course schedule:

Charles Lipson, *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*

Quintilian, *The Orator’s Education*, Books 1-2 (translation by Donald A. Russell of the Institutio Oratoria)

Chu Hsi (Zhu Xi), *Learning to be a Sage: Selections from the Conversations of Master Chu, Arranged Topically* (translation by Daniel K. Gardner of the Chu-tzu yü-lei chi-lüeh, edited by Chang Po-hsing [1651-1725])

Benjamin Franklin, *Autobiography of Benjamin Franklin and Other Writings* (edited by Kenneth Silverman, from the edition by J. A. Leo Lemay and P. M. Zall)

Grading

Success in this course is entirely a matter of engagement. If everyone is present, is on top of the reading to the point of being willing to talk about it, and does the various writing exercises conscientiously, there is no reason why everyone in the course can’t walk away with an ‘A’ and a constructive educational experience (plus effective academic advising…what more could you ask for?).

On the other hand, if you drift in and out of the class, skip the reading, sit in sullen silence, and boot the writing assignments, you call your entire Bates career into question. Success is built day by day, with consistent performance, not by self-inflicted last-minute ordeals. This course is organized around frequent, small assignments. Such a structure makes life easy for people with even modest self-discipline. On the other hand, it contains risks for the undisciplined. The relative unimportance of any one assignment can lead a certain kind of student to take none of them seriously, with catastrophic results. Not having a big term paper or a final examination that is half the grade makes it impossible to make up for a semester’s carelessness with a spectacular finishing kick. The linkage of advising to a class that occurs in the First-Year Seminar Program makes it doubly problematic if the student is irresponsible.

Recent faculty discussions have indicated that the First-Year Seminars should take particular responsibility for making sure that students are aware of the issues involved in academic honesty, such as the college policies on plagiarism. This is important for the entire rest of your life (unless you are anticipating a career as a hunter-gatherer), not just for your time at Bates, and you should not leave this class without a reasonable grasp of what the concerns are.
Grading Mechanics

Participation:

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<tr>
<th>Participation</th>
<th>Absent</th>
<th>Late/asleep</th>
<th>Mute</th>
<th>Participating</th>
<th>Genuinely contributory</th>
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<td>F</td>
<td>D</td>
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Writing Exercises:

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<th>Writing Exercises</th>
<th>Not Done</th>
<th>Late/Irrelevant</th>
<th>Minimal compliance</th>
<th>Conscientious</th>
<th>Intelligent</th>
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Final Examination:

As a final essay, intended to integrate the issues and readings of the course, you will be writing on Harry Potter and the Sorcerer’s Stone in light of the visions of individual, educational, intellectual, political, economic and social success that you have been exposed to. (This will count more than the usual writing exercises.)

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<th>Final Examination</th>
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for the course (by college rule)