

WRITING 323: ADVANCED WRITING & ARGUMENTATION

Prerequisite: WR 121Z. Office: Moreland 314. Office Hours: MW 12-2 pm or via Zoom

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CATALOG COURSE DESCRIPTION

Builds advanced argumentation skills in cultural and academic conversations by writing research-based arguments. Focuses on crafting arguments and communicating ideas, facts, and perspectives to multiple audiences, both inside and outside of academia. Analyzes real-world arguments from a range of genres and contexts. Develops academic research and information literacy skills, evaluating and incorporating appropriate sources and citations. Emphasizes stylistic awareness and crafts advanced strategies for writing processes. Prepares students for writing in a range of contexts, with emphasis on writing in the liberal arts.

PERSONALIZED COURSE DESCRIPTION

In this course, you will learn to write argument essays with an emphasis on careful reading, empathetic critical thinking, thoughtful discussion, and independent research. You will examine essays and video lectures to develop personal stances on the topics of feminism and Men's Rights Activism, gender identity and transphobia, racial identity and racism, environmentalism and animal rights, and finally—the element that ties these disparate topics together—the role played by “human identity” in society's construction of equal rights. Arguments can change the world; they incite revolutions and stabilize governments; they have even been known to destroy lives. For this reason, students will approach argumentative writing as a form of civil public discourse. This class is built on the premise that careful thinking results in quality writing.

CONTENT NOTE/ TRIGGER WARNING

This course discusses topics like feminism, men's rights activism, transgender identity, transracial identity, systemic racism, animal rights, and human rights. The readings will be intellectually challenging and emotionally difficult at times. I encourage you to lean into these difficulties as opportunities for growth, but if the topics listed above are too difficult for you to read about and debate in a group setting, I recommend not taking this class.

Please note that Oregon State University protects [Free Expression and Academic Freedom](#), in accordance with federal law. Following these guidelines, my course embraces the [Heterodox Academy](#) principles of open inquiry, viewpoint diversity, and constructive disagreement to combat the spread of political tribalism, close-mindedness, and moral authoritarianism in higher education.

Open Inquiry: Open Inquiry is your ability to ask questions, share your thoughts, and challenge cultural norms without the fear of punishment or exclusion.

Viewpoint Diversity: Viewpoint Diversity means considering different perspectives with an open mind, suspending your moral or ideological commitments in order to truly understand an opposing viewpoint.

Constructive Disagreement: Constructive Disagreement leaves room for uncertainty, recognizing that not all problems have a clear solution. Instead of trying to win, you take an honest approach, embracing ambiguity and nuance.

I am committed to creating a classroom environment that welcomes diverse people with diverse viewpoints, an environment that equips learners with the habits of heart and mind to engage those differences with empathy, intellectual humility, and respect. If at any point during the term, you are unsettled by the course material, my comments, or comments made by your classmates, I request that you arrange a meeting with me to discuss the matter. Whenever possible, I will provide alternate assignments and/or accommodations to ensure your success in the class. If, however, you are not able to engage in open inquiry, viewpoint diversity, and constructive disagreement, I urge you not to take this class.

LATE WORK POLICY

Every day that an assignment is late, it will receive a 10% grade reduction. As you can see below, this adds up rather quickly. For this reason, it is essential that you anticipate assignment due dates and plan accordingly. You will not be granted an extension unless you face truly extenuating circumstances, such as a major health crisis or death in the family.

- 1 day late = 10%
- 2 days late = 20%
- 3 days late = 30%

ASSIGNMENTS

Free-Writing Exercises: 25%

Argument Proposal: 5%

Detailed Outline: 15%

Annotated Bibliography: 15%

Argument Essay First Draft: 15%

Argument Essay Final Draft: 25%

Grade Scale

97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-68	D
60-63	D-
59 and below	F

Free-Writing Exercises

Up through Week 6, you are responsible for completing a free-writing exercise every Tuesday and Friday. Free-writing exercises 1-8 are based on discussion questions from the corresponding lecture. For this reason, you must complete the assigned readings/viewings for that day first, then read through the corresponding lecture, and then submit your answers to the discussion questions. To recap:

- First complete the assigned readings/viewings for that day
- Then read through the corresponding lecture
- Then submit your answers to the discussion questions from that lecture

For example, Free-Writing Exercise 1 asks you to answer the discussion questions from Lecture 1 (which are clearly labeled as “Free-Writing Exercise”). Free-writing exercises 9 and 10, by contrast, are not based on a corresponding lecture. Instead, they are based on that day’s reading assignments.

Your answer to each question must be at least 4 complete sentences. Submissions with answers that are 3 sentences or fewer will not receive credit. If you fail to follow these instructions, I will refer you back to these statements.

Argument Proposal

The main goal of this assignment is to practice "steelmanning"—presenting your interlocutor's argument in its strongest, most accurate form. This is a crucial first step in building a fair and effective counterargument. By accurately and charitably summarizing the view you plan to challenge, you demonstrate intellectual honesty and set yourself up to create a more persuasive response.

Steelmanning vs. Strawmanning

A straw man argument misrepresents an opponent’s position by making it weaker, simpler, or more extreme than it actually is, then attacks that weaker version. This is unfair and unconvincing.

A steel man argument does the opposite: it presents the opponent’s position in its strongest, most reasonable form, giving it the best possible interpretation before responding. Steelmanning demonstrates intellectual honesty, strengthens your own

credibility, and makes your eventual counterargument more persuasive because it tackles the actual view of your interlocutor, not a caricature.

Instructions

Submit a one-page proposal with two clearly labeled sections:

1. Interlocutor's Argument (200 words or less)

- Identify the source you plan to counter (author and full title).
- Write a short, neutral summary of the author's main thesis and key supporting points.
- Present the argument as accurately and charitably as possible (steelmanning).

2. My Proposed Counterargument (200 words or less)

- Start with a clear thesis stating what you disagree with and why.
- Briefly explain your main reasons for disagreeing and the key ideas or evidence you plan to use.

Please Choose an Interlocutor From the Options Below

- Emma Camp, "I Came to College Eager to Debate. I Found Self-Censorship Instead"
- Trevor Floyd, "When Arguing for Free Speech is Really Arguing Against It"
- Jim Ryan and Ian Baucom, "Can We Talk?"
- Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions"
- Marcos Sabio, "Where is Feminism Now?"
- Lindy West, "What No One Else Will Tell You About Feminism"
- Jordan Peterson, "Jordan Peterson Debates Cathy Newman"
- Paul Elam, "Bash a Violent Bitch Month"
- Cassie Jaye, "The Red Pill"
- Cassie Jaye, "Meeting the Enemy"
- Christina Hoff Sommers, "Do Men Need to Check Their Privilege?"
- Richie Reseda, "The Feminist in Cell Block Y"
- Colin Wright, "Why There Are Exactly Two Sexes"

- Mey Rude, "It's Time for People to Stop Using the Social Construct of 'Biological Sex' to Defend Their Transmisogyny"
- Paul Vasey, "Gender: A Wider Lens Podcast: Male Femininity"
- J.K. Rowling, "J.K. Rowling Writes about Her Reasons for Speaking Out on Sex and Gender Issues"
- Sophie Grace, "Being Transgender and Transgender Being"
- Matt Walsh, "Debunking Transgenderism"
- Ibram X. Kendi, "How to Be an Antiracist (Chapter 1)"
- Coleman Hughes, "The End of Race Politics"
- Adolph Reed, Jr. and Walter Benn Michaels, "The Trouble with Disparity"
- Brent Staples, "Black Men and Public Space"
- Jaswinder Bolina, "Writing Like a White Guy"
- Rebecca Tuvel, "In Defense of Transracialism"
- Tom Regan, "The Case for Animal Rights"
- Michael Pollan, "An Animal's Place"
- Aeon J. Skoble, "The Conscience of an Omnivore"
- Giorgio Agamben, "The Open" (pages 23-38)
- Thomas Jefferson and Others, "The Declaration of Independence"

Detailed Outline

For this assignment, you must create a Detailed Outline in preparation for your Argument Essay. You should think of this assignment as the first step of writing your paper, plotting out the structure of your essay before you actually sit down to write it. Because your essay should follow the "They Say/I Say" format described by Amy Guptill in "Listening to Sources, Talking to Sources," the first half of your outline should be a detailed account of your interlocutor's argument and the second half should be a detailed account of your counter argument, as you can see illustrated in the example outline below. [Please note that this is a hypothetical illustration. It is not an accurate

representation of the arguments made by Matt Walsh or Judith Butler; it simply models how your outline should be structured].

1. SUMMARY OF MATT WALSH'S ARGUMENT

1. Walsh makes two primary claims.
 1. The first is that gender dysphoria is logically incompatible with the sex/gender distinction.
 1. Walsh supports this claim, first, by ... [you would here describe how Walsh supports the claim]
 2. He then points out that ... [again, you would here describe how Walsh supports the claim]
 1. These two premises combined logically result in a conclusion: [you would here explain how the combined premises result in a conclusion]
 2. The second claim is that one's biological sex determines their gender.
 1. Walsh supports this claim by ... [you would here describe how Walsh supports this claim]
 3. Taking these two claims together, Walsh concludes that transgender identification is logically incoherent.

2. MY COUNTER ARGUMENT

1. Thesis: Walsh contends that transgender identification is logically incoherent, but I disagree. I argue, by contrast, that Walsh misunderstands a central component of gender dysphoria and, as a result, makes several logical missteps.
 1. To begin, it's essential to correct Walsh's misunderstanding of gender dysphoria.
 1. As the gender theorist Judith Butler explains ... [you would go on from here to describe how Butler's research corrects Walsh's misunderstanding]
 2. With this point now established, I will demonstrate how Walsh's misunderstanding of gender dysphoria leads to a series of logical missteps.
 1. The first logical misstep concerns ... [you would go on from here to describe the logical misstep, illustrating why it's illogical]
 2. The second logical misstep ...
 3. The third logical misstep ...
 3. In conclusion, Walsh's argument rests on a misunderstanding that, after being corrected, exposes the illogic of his argument.

Following this model, you should illustrate the logic of your interlocutor's argument and your counter argument through the use of primary and secondary claims (this is achieved through the use of numbers and indentations).

- Make sure to use complete sentences that articulate your meaning clearly.
- Notice that your thesis should be the first line of your counter argument.

When I grade your Detailed Outline, I will check to see 1) that you have accurately represented your interlocutor's argument, 2) that your counter argument is both

accurate and logical, and 3) that you have included enough detail to illustrate the logical progression of each argument.

There is no length requirement for this assignment. Use Times New Roman, 12-point font, and MLA format.

Annotated Bibliography

Now that you have drafted a Detailed Outline of your paper, you should have a sense of the evidence you need to prove your points. This is where the Annotated Bibliography comes in. For this assignment, you must annotate 3 outside sources to support your counter argument. Your sources must be located through the OSU Library--no exceptions.

Begin each of your 3 annotations by listing the bibliographic information in MLA format. Write the annotation itself one line below. The annotation should begin with a brief summary of the source and end with its assessment. Again, that's two parts: one part summary, one part assessment.

The summary portion should give a clear account of the author's argument. The assessment portion should answer the following questions: Why is the author's argument important? How will this source be used to support your counter argument?

As such, each of your 3 entries should include the following:

1. Citation of the work being annotated
2. Summary of the work (this is part one of the annotation)
3. Assessment of the work (this is part two of the annotation)

Look at the "Home" page on Canvas to see past examples of the Annotated Bibliography. Each annotation must be at least 10 sentences long. I recommend a 5-sentence summary followed by a 5-sentence assessment, but how you choose to distribute sentences is ultimately your choice. Use Times New Roman, 12-point font, and MLA formatting. For specific instructions on how to format your citations, see the section titled "How to Cite Your Sources" in the syllabus.

Follow the instructions below to find sources for your Annotated Bibliography.

- Go to the library search page: <https://library.oregonstate.edu/>
- Enter your search terms. This can be anything like "men's rights activism," "transracialism and rachel dolezal," "free speech in the classroom," etc. Honestly, it's not that different from a Google search; experiment with different phrases to yield various results.

- Under the right column titled “Refine my results,” check the boxes for “Full Text Online,” “Articles,” “Magazine Articles,” and “Book chapters.” This will limit your search to shorter texts that are immediately available online. I recommend these types of sources over books because they require less reading and are often more focused.
- From here, look for intriguing titles related to your topic and read their abstracts. If the abstract seems promising, commit to reading the entire article.

Quality research takes a long time, so you are strongly encouraged to begin your research as soon as possible. If you follow these steps and still struggle to locate sources, arrange to see me during office hours for additional help!

Argument Essay First Draft

Your Argument Essay must counter one of the assigned readings/viewings from the course schedule. For example, you can counter the argument made by Cassie Jay, Coleman Hughes, Jaswinder Bolina, Giorgio Agamben, etc. The purpose of this assignment is to demonstrate your ability to engage meaningfully with another person. Do you understand their point of view, can you articulate their argument clearly and accurately, can you outsmart them? In other words, can you form a counter argument that effectively dismantles their argument without misrepresenting them?

Here’s what your paper should look like. First, summarize an assigned reading/viewing from the course schedule, identifying its thesis and main points. You can think of this part of your essay as a broad overview that will lead into a more detailed summary in the following pages. This first part of your essay should be between half a page and a full page.

Next, summarize the points you plan to counter in greater detail. As I alluded to in the previous paragraph, you can think of this section of your essay as an extended, more detailed summary that zeroes in for a closer look at the points that you plan to dismantle and refute. Represent the author’s views accurately, directly quote from the text to provide evidence of their views, and write in a neutral tone (readers should not be able to tell at this point if you agree or disagree with the argument under analysis). This section should be around 2 pages.

Finally, respond with your counter argument. This begins with a thesis statement that in some manner reflects the position held by your interlocutor. For example, you could write something like the following: “While my interlocutor believes that A and B are true, I believe, by contrast, that A is only partly true and that B is false.” This kind of thesis statement ensures that you will remain *in conversation* with your interlocutor.

Your counter argument should be logical, truthful, and incorporate three sources from your Annotated Bibliography. This part of your essay must be at least 3 pages long.

A complete draft will be properly formatted and at least 5 full pages in length (this number does not include your Works Cited page, which should be included as well). Formatting should align with the [MLA Sample Paper](#) on Owl Purdue, including in-text citations and the Works Cited page. For additional instruction on how to format a Works Cited page in this class, see the section titled "How to Cite Your Sources" in the syllabus.

To receive full credit on this assignment, you must also complete the following:

1. Highlight the thesis and main points of your essay in the document itself.
2. Submit a one-page addendum that explains how each of your main points logically supports your thesis. In this document, list out your thesis statement and main points in the order that they occur in your essay. Next, follow each main point with an explanation of how it logically supports your thesis. Explanations should be around 3-5 sentences. Format your addendum in the following way:

Example

Thesis: Disproving the argument made by Ibram X. Kendi, I argue that statistical disparities should not be offered as proof of systemic racism.

Main point 1: Statistical disparities do not prove the existence of systemic oppression.

Explanation: Statistical disparities are caused by many things, including family structure, cultural values, and even personal choices, as any multivariate analysis will demonstrate. I prove this point by providing other examples of statistical disparities that no one would blame on systemic oppression. For instance, men are sentenced to 63% more prison time than women for committing the same crime, but no one would jump to the conclusion, based on this statistic, that men are systematically oppressed by the patriarchy. Therefore, discrimination should not be regarded as the only way to explain statistical disparities.

Your first draft will be graded for completion. If you submit 5 complete pages of written prose (correctly formatted), the highlights described above, and an addendum, you will receive 100%. That being said, every missing page of your essay will incur a 20% penalty, incorrect formatting will incur a 5% penalty, missing highlights will incur a 5% penalty, and a missing addendum will incur a 50% penalty. It is extremely important that you submit a clearly written, well-developed addendum, as this will be your final opportunity to receive my feedback before your final essay is due.

Argument Essay Final Draft

Building upon the preceding assignments, you will now write the final draft of your Argument Essay. Essays should consist of 1) an accurate, thorough summary of an assigned reading/viewing from the course schedule, 2) a clearly stated thesis that counters the work summarized, 3) a logical, well-developed counter argument, and 4) the support of three outside sources from your Annotated Bibliography. Essays must be at least 5 full pages in length (this number does not include your Works Cited page, which should be included as well).

See the model essays on the Canvas "Home" page for concrete examples of what an A-paper looks like and familiarize yourself with the Grading Rubric. Formatting should align with the [MLA Sample Paper](#) on Owl Purdue, including in-text citations and the Works Cited page.

How to Cite Your Sources

In this class, you will cite scholarly articles, book chapters, essay collections, or news articles in your Argument Essay. For your convenience, I have provided instructions on how to cite these sources below.

How to cite a scholarly article in MLA format:

Author(s). "Title of Article." *Title of Journal*, Volume, Issue, Year, pages.

Concrete examples of how to cite a scholarly article in MLA format:

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.

Duvall, John N. "The (Super)Marketplace of Images: Television as Unmediated Mediation in DeLillo's *White Noise*." *Arizona Quarterly*, vol. 50, no. 3, 1994, pp. 127-53.

How to cite a book in MLA format:

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

Concrete examples of how to cite a book in MLA format:

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

How to cite a work from an essay collection in MLA format:

Last name, First name. "Title of Essay." *Title of Collection*, edited by Editor's Name(s), Publisher, Year, Page range of entry.

Concrete examples of how to cite a work from an essay collection in MLA format:

Pasco, Allan H. "On Defining Short Stories." *The New Short Story Theories*, edited by Charles E. May, Ohio University Press, 1994, pp. 14-130.

Poe, Edgar Allan. "Poe on Short Fiction." *The New Short Story Theories*, edited by Charles E. May, Ohio University Press, 1994, pp. 59-72.

How to cite a news articles in MLA format:

Author(s). "Title of Article." *Title of Periodical*, Day Month Year, pages.

Concrete examples of how to cite news articles in MLA format:

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post*, 24 May 2007, p. LZ01.

For additional instruction, follow this link to the [MLA Formatting and Style Guide](#) provided by Purdue Owl. Follow this link for the Purdue Owl [MLA Sample Paper](#).

RESOURCES

ACADEMIC CALENDAR: All students are subject to the registration and refund deadlines as stated in the Academic Calendar:

<https://registrar.oregonstate.edu/osu-academic-calendar>

STATEMENT REGARDING STUDENTS WITH DISABILITIES: Oregon State University is committed to making learning experiences accessible to all, which includes consideration of the course design, course learning outcomes, and barriers experienced by the disabled student. Disability Access Services (DAS) staff and students work together to determine reasonable accommodations. Students connected with DAS who

have questions about their accommodations should reach out to their DAS Adviser. Students who have not yet completed the process for setting up accommodations, please contact DAS at 541-737-4098, visit the [DAS website](#) or email disability.services@oregonstate.edu to explore accommodations for a disability (e.g., mental health diagnoses, chronic health conditions, learning disabilities, physical conditions/injuries, etc.). Students and faculty members are encouraged to collaborate around the implementation of accommodations.

STUDENT CONDUCT EXPECTATIONS LINK: <https://beav.es/codeofconduct>

REACH OUT FOR SUCCESS: If you encounter difficulties, need assistance or want to connect with someone one-on-one, it's important to reach out. Your Ecampus student success team is here to support you. As part of your success team, Ecampus student services and success coaches are here to help answer any questions you may have.

Ecampus students are always encouraged to discuss issues that impact your academic success with the Ecampus success team. Email ecampus.success@oregonstate.edu to get help with identifying strategies and resources that can support you in pursuing your educational goals.

- For mental health: Ecampus students have a different set of support options for [counseling and psychological services](#) than on-campus students do. These services include the free, virtual mental health and physical wellness support resource, [Anytime Anywhere](#). If you are in immediate crisis, please call or text the Suicide and Crisis Lifeline at 988 or Crisis Text Line by texting 741-741.
- For financial hardship: Any student whose academic performance is impacted by financial stress or the inability to afford groceries, housing or other necessities, for any reason, is urged to contact the [Office of Student Care](#) (541-737-8748).

To find even more resources, check out the [Student Resources Guide](#) for additional support services and guidance.

Academic Honesty: Cheating, in any form, is not tolerated at Oregon State University. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else's essay, book, article, website, etc. without giving full accurate credit to the original source – and this includes forgetting to put quote marks on copy-paste – has serious consequences, up to an F for the class and/or a written report to Student Conduct for further disciplinary action. See <http://studentlife.oregonstate.edu/studentconduct/offenses-0>

for further information. Recycling your own work from other classes is considered self-plagiarism and is not allowed without prior written approval from me.

STUDENT EVALUATION OF COURSES: During Fall, Winter, and Spring term the online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID email. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

BACCALAUREATE CORE LEARNING OUTCOMES

Baccalaureate Core Writing II Requirements

This course fulfills the Baccalaureate Core requirement for the WR II category. It does this by following the “Outcomes Relative to Course Content” and “Assessment Methods” listed in the matrix below.

- Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
- Apply critical thinking to writing and writing process, including revision.

OSU Bacc Core Outcomes for WR II Course	Outcomes Relative to Course Content	Assessment Methods
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<p>Apply multiple theories, concepts, and techniques for creating and evaluating written communication</p>	<p>Students practice recognizing and deploying Aristotelean appeals and various modes of argumentation, practice improving concision and clarity in their work and others', and critically evaluate existing texts for both writing and argumentation.</p>	<p>Instructor assesses participation in skill-building exercises, low-stakes practice assignments in evaluating and generating argumentation, and four formal assignments: an Annotated Bibliography, three drafts of an Argument Essay, and an Addendum/Self-Analysis.</p>
<p>Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions</p>	<p>Students reflect on expectations from academic audiences, discourse communities, and particular decision-making audiences; practice anticipating audience concerns and interests; and receive instruction in generic conventions, structures, and effective style in writing.</p>	<p>Instructor assesses students' ability to read and write in accordance with generic conventions, evaluating students' reading comprehension, critical thinking skills, and audience-awareness in the Annotated Bibliography and three drafts of the Argument Essay.</p>

<p>Apply critical thinking to writing and writing process, including revision</p>	<p>Students perform critical investigations of strong writing features such as introductions, conclusions, support, and rebuttals; provide critical feedback to their peers; and revise writing in exercises and essay drafting.</p>	<p>Instructor assesses writing strategies, exercises in self-reflection, and draft development in three formal essays and series of peer-review exercises.</p>
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COURSE SCHEDULE



SECTION 1: EMPATHETIC CRITICAL THINKING

WEEK 1

TUESDAY

INTRODUCTION TO CLASS (SEE CANVAS)

FRIDAY

CBS Mornings, [How P.C. Culture is Affecting U.S. Colleges](#)

NBC News, [Is Free Speech on College Campus at Risk?](#)

Emma Camp, ["I Came to College Eager to Debate. I Found Self-Censorship Instead"](#)

Trevor Floyd, ["When Arguing for Free Speech is Really Arguing Against It"](#)

Jim Ryan and Ian Baucom, ["Can We Talk?"](#)

LECTURE 1

DUE: FREE-WRITING EXERCISE 1

WEEK 2

TUESDAY

Elizabeth Cady Stanton, ["Declaration of Sentiments and Resolutions"](#)

Marcos Sabio, ["Where is Feminism Now?"](#)

Lindy West, ["What No One Else Will Tell You About Feminism"](#)

Sojourner Truth, ["Ain't I a Woman?"](#)

Jordan Peterson, [Cathy Newman Debates Jordan Peterson](#)

LECTURE 2

DUE: FREE-WRITING EXERCISE 2

FRIDAY

Paul Elam, ["Bash a Violent Bitch Month"](#)

Cassie Jaye, [The Red Pill](#) (NOTE: YOU ARE NOT REQUIRED TO WATCH THE ENTIRE DOCUMENTARY, JUST ENOUGH TO UNDERSTAND THE ARGUMENT ACCURATELY)

Cassie Jaye, [Meeting the Enemy](#)

Christina Hoff Sommers, [Do Men Need to Check Their Privilege?](#)

Richie Reseda, [The Feminist in Cell Block Y](#) (NOTE: YOU ARE NOT REQUIRED TO WATCH THE ENTIRE DOCUMENTARY, JUST ENOUGH TO UNDERSTAND THE ARGUMENT ACCURATELY)

LECTURE 3

DUE: FREE-WRITING EXERCISE 3

WEEK 3

TUESDAY

Colin Wright, ["Why There Are Exactly Two Sexes"](#)

Mey Rude, ["It's Time for People to Stop Using the Social Construct of 'Biological Sex' to Defend Their Transmisogyny"](#)

Paul Vasey, [Gender: A Wider Lens Podcast: Male Femininity](#)

J.K. Rowling, ["J.K. Rowling Writes about Her Reasons for Speaking Out on Sex and Gender Issues"](#)

Sophie Grace, ["Being Transgender and Transgender Being"](#)

Matt Walsh, [Debunking Transgenderism](#)

LECTURE 4

DUE: FREE-WRITING EXERCISE 4

FRIDAY

Ibram X. Kendi, [How to Be an Antiracist](#)

Coleman Hughes, [The End of Race Politics](#)

Walter Benn Michaels and Adolph Reed, Jr., ["The Trouble With Disparity"](#)

Henry Louis Gates, Jr., ["Free Blacks Lived in the North, Right?"](#) (NOTE: YOU ARE NOT REQUIRED TO READ THE ENTIRE ARTICLE, JUST ENOUGH TO UNDERSTAND THE GIST)

LECTURE 5

DUE: FREE-WRITING EXERCISE 5

WEEK 4

TUESDAY

Brent Staples, ["Black Men and Public Space"](#)

Jaswinder Bolina, ["Writing Like a White Guy"](#)

Rebecca Tuvel, ["In Defense of Transracialism"](#)

Rachel Dolezal, ["I Identify as Black"](#) (NOTE: THIS SOURCE CANNOT BE USED FOR YOUR ARGUMENT ESSAY. SEE ME WITH QUESTIONS)

LECTURE 6

DUE: FREE-WRITING EXERCISE 6

FRIDAY

Tom Regan, [“The Case for Animal Rights”](#)

Michael Pollan, [“An Animal’s Place”](#)

Aeon J. Skoble, [“The Conscience of an Omnivore”](#)

LECTURE 7

DUE: FREE-WRITING EXERCISE 7

WEEK 5

TUESDAY

Giorgio Agamben, pages 23-38 of [The Open](#)

Thomas Jefferson and Others, [“The Declaration of Independence”](#)

LECTURE 8

DUE: FREE-WRITING EXERCISE 8

SECTION 2: BEST WRITING PRACTICES

FRIDAY

Amy Guptill, [“Constructing the Thesis and Argument from the Ground Up”](#) and [“What Does the Instructor Want?”](#)

DUE: FREE-WRITING EXERCISE 9

WEEK 6

TUESDAY

PREPARE YOUR ARGUMENT PROPOSAL (SEE CANVAS)

Amy Guptill, ["Listening to Sources, Talking to Sources"](#)

John Oliver, ["Scientific Studies"](#)

DUE: FREE-WRITING EXERCISE 10

FRIDAY

DUE: ARGUMENT PROPOSAL

SECTION 3: DRAFTING YOUR ARGUMENT

WEEK 7

TUESDAY

PREPARE YOUR DETAILED OUTLINE (SEE CANVAS)

FRIDAY

DUE: DETAILED OUTLINE

WEEK 8

TUESDAY

PREPARE YOUR ANNOTATED BIBLIOGRAPHY (SEE CANVAS)

FRIDAY

DUE: ANNOTATED BIBLIOGRAPHY

WEEK 9

TUESDAY

PREPARE YOUR ARGUMENT ESSAY FIRST DRAFT (SEE CANVAS)

FRIDAY

DUE: ARGUMENT ESSAY FIRST DRAFT

WEEK 10

PREPARE YOUR ARGUMENT ESSAY FINAL DRAFT (SEE CANVAS)

FINALS WEEK

MONDAY

DUE: ARGUMENT ESSAY FINAL DRAFT