

GSTR 110: Questioning Authority

Questioning Authority: Skepticism as an antidote for oppression. This introduction to college reading, writing, and thinking will use a framework of free thought and skeptical inquiry to consider ways to recognize and resist various forms of institutional and individual oppression (corporate, governmental, and religious). The course will begin with a few critical definitions and an examination of other internal and external aspects of the phenomena of oppression and skepticism. We will then consider the processes of oppression and skepticism at three different levels: intra-personal; inter-personal, and institutional and apply these to the student experience. Active participation in a peer review and revision writing processes is a critical part of this course. The course will culminate with a service learning project during which small groups of students will identify, assess, and take action in a situation relevant to oppression. Throughout the course, students will be challenged to listen to a diversity of perspectives and opinions and develop an appreciation for complexity and ambiguity. Some visual or written materials may be sexually explicit or offensive to some students.

Offering times: Section Y: TR 1-2:50pm; Section Z: TR 6-7:50pm *Frost 218*

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Section Z

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Required Texts:

Barnet, S. & Bedau, H. (2005). *From Critical Thinking to Argument*. Boston: Bedford/St. Martin's

Downing, S. (2005). *On Course; Strategies for creating success in college and in life (Fourth Edition)*. Boston: Houghton Mifflin Company.

Hacker, D. (2004). *A Pocket Style Manual (Fourth Edition)*. Boston: Bedford/St. Martins.

Robbins, T. (1971). *Another Roadside Attraction*. New York: Bantam Books.

“Once you have learned how to ask questions, relevant and appropriate and substantial questions, you have learned how to learn and no one can keep you from learning whatever you need to know” (Postman and Weingartner, 1969).

Course Themes

A central theme of this course is using skepticism to resist oppression, both external and internal. On the one hand, it will involve evaluating arguments made by others and also learning how to make your own case and find your own voice. In the broadest sense, making a case involves three components: evidence, argument, and rhetoric. Evidence varies in strength; in general, the more public, the more objective, and the more consistent with other information and observations a particular piece of evidence is, the greater its strength. The opinion of experts in a given field is stronger than the opinion of novices. On the other hand, the opinion of those in positions of authority who haven't demonstrated their knowledge or experience independent of their authority is not necessarily any stronger than those with no authority (viz., our mission in Iraq was not accomplished merely because the President of the United States proclaimed that it had been). We will be paying attention to the relative strength of the evidence in this course.

Arguments also differ qualitatively – some are more valid than others. Thinking critically both individually and collectively will help us learn to be better at distinguishing good arguments (i.e., particular arrangements of evidence to support specific conclusions) from those that are not so good. Although we will not be going off the philosophical deep end, we will consider some different ways of constructing arguments, some common errors in logic, and how to recognize and avoid them. These activities should help us all appreciate that reason is indeed one of freedom's strongest allies.

The third case-making component is rhetoric; it differs from the other two components. In general, the stronger the evidence and the more valid the arguments, the more likely it is that the conclusion they support will be correct. Unlike evidence and argument, rhetoric is not necessarily concerned with truth; it is concerned with persuasion. There are various rhetorical strategies which can persuade others by creating an illusion of truth that are based neither on good evidence nor adequate argument. These can be dangerous – and they are often integral to oppression. Skepticism is one way to identify them and defend against them. On the other hand, just because you have strong evidence and appropriate arguments, does not guarantee victory for your argument. You will have to work hard and use rhetoric appropriately to convince others of your claim even when you are right.

In general, people within a society seek life, liberty, and the opportunity to pursue happiness (often by accumulating wealth). States and other structures can either facilitate or impede individuals' attainment of these goals. Oppression occurs when social institutions use their power to curtail individual liberties in a way that is unreasonable, excessive, arbitrary, or cruel. We will be using the simple schematic in Figure 1 to ask good questions and frame useful conversations throughout the course. Our goal is not to force anyone to agree but to help everyone communicate more effectively so that we all can understand what we may disagree about.

During the last portion of the course, students will be formed into small groups of about 5 students and provided with an opportunity to demonstrate what they have learned by engaging in a project designed to promote social justice through civic engagement. Each group will have a separate client from the community. Their task will be to learn about the situation the client (or

clients) are in, and the factors which may be causing distress or be the result of oppression. They will then develop a plan and, so far as they can, take the necessary initial steps to ameliorate the situation.

Priorities and Processes

This course will focus on learning. It has been designed to help students develop the attributes (or habits) and skills necessary to become good and productive citizens in any community. To achieve success in this, or any college course, students must do three things consistently: wake up, show up, and pay attention. (It amazes me how many students I see each year squandering educational opportunities because they do not do these three simple things.) ***Waking up*** involves self care – eating a healthy diet, getting adequate exercise and a good night’s sleep on a regular basis. *It’s hard to soar with the intellectual eagles if you spent the night hooting with the owls.* ***Showing up*** means showing up prepared, having done the required homework and necessary reading and turning assignments in on time. ***Paying attention*** involves focusing for the full 110 minutes of class time on the activity at hand – web surfing, doing e-mails or text messaging during class is rude and unacceptable, so is sleeping - especially snoring. This is just as important when your classmates are speaking or providing comments as when the instructor is lecturing (which won’t occur much). When you get to engage with members of the local community at the end of the course, these three principles will be even more important.

The general collegiate skills we will be working on together are ***reading, writing, and thinking***. These skills are ones you are likely to have already begun to develop in high school – that’s how you got selected to come here, right? What is different about college in general and this class in particular is that you will need to learn to not only read but also to re-read; not only to write but also to rewrite; and not only to think but also to rethink. You must be able to do these things individually and in collaboration with others (including your classmates as well as faculty members). Your capacity to contribute to a community of discourse (and this is a pretty good way of thinking about each college course you take) depends on these skills as well as your willingness to engage with others – education truly is a team sport.

The Course Portfolio – a tool to help you learn

Your ***Course Portfolio*** will be an electronic document which will contain evidence of your learning. It will have 4 sections: Reading, Writing, Thinking, Service Learning and Reflections. Both your learning and the level of your performance as reflected by the evidence you provide in the first four sections will each account for 80% (approximately 20% for each section) of both your midterm and final grades. The reading portion of the portfolio will simply be your performance on quizzes. You will be provided with a template to use to document the writing process from first draft to final product. The Thinking portion will contain a copy of your participation in QQTPs throughout the semester. The final chapter will contain your reflections and self assessments at mid term and then again at the end of the semester. This final review and assessment of your own learning will constitute the final 20% of your grade. You will be receiving feedback, both formal and informal, from peers, the teaching assistant, the staff assistant and the instructor throughout the semester. These materials as well as the work you produce will be an important part of the evidence to be included in your portfolio.

There will be *quizzes* nearly every lesson. These will include 5 multiple choice questions relating to the reading assignment for that lesson. Students will take these quizzes individually at the start of the class period. As soon as everyone has completed taking the quiz individually, students will take the quiz again in groups of three, coming to consensus on the answers to each of the questions. Thus evidence of your reading (i.e., have you retained the information contained in the chapter) will be reflected in your quiz scores. By keeping track of group and individual scores separately, you will have measures of your ability to listen and learn from others as well as your individual preparation. Both are important skills to succeed academically.

You will be doing a lot of writing in this course: 4 3-page *WHR (What, How, and Results)* essays and one 10-page Service Learning report. Each of these essays will have three distinctive parts: the first will deal with your description of a particular experience (one or more articles we've read, or a film we've viewed, etc.). Your task is to be an objective witness, to describe accurately and succinctly *what* occurred. The next part of the essay will deal with a *how* question – basically how did this experience relate to one of the ideas or themes covered thus far in the course (e.g., oppression, skepticism, culture, social structures, or human experience). The final section of each essay should be dedicated to the *results* of the two preceding sections. You might ask yourself intentionally impertinent questions such as “So what?” or “Who cares?” If you cannot answer these questions satisfactorily, you'll need to return to the first two tasks; you probably have missed something. Writing is an integral part of thinking and learning; it is not simply a meaningless academic activity that must be endured until it goes away. I have little doubt that each of you have a lot to say, and our collective task is to ensure that each student develops the capacity to say it in a compelling yet collegial fashion. This is a requirement of being a citizen in a democracy as well as a student at Berea College.

Due dates for each of the essays are listed in the syllabus; these are the dates when you must submit your draft to your peers. Once you receive a draft from a peer, you will have 72 hours to return it to them with your comments and criticisms. Our goal is to produce more readable writing and better arguments not to bludgeon one another into grammatical submission. The essay remains yours but learning to listen to others, to understand their perspective and find ways to accommodate what they are telling you is very important. After reviewing and incorporating feedback from peers you will submit a second draft (along with the first draft and all of the peer comments) to the teaching assistant. After receiving feedback from the TA, you will again have the opportunity to revise and improve your essay before submitting it as part of your portfolio.

You will have the opportunity to demonstrate the reading, writing, and thinking skills you have developed throughout the course by completing an extended, 10 page essay reflecting on your experience with your Service Learning project. Using your ability to describe, connect, analyze and evaluate, you will be expected to prepare a substantive statement about your topic. You will use APA (American Psychological Association) formatting, footnoting and referencing. Further guidance will be provided after mid term.

QQTPs

QQTPs is an acronym for Question, Quotation, and Talking Points. As scheduled on the syllabus, each student will post several things on Blackboard Discussion Threads. One thread will contain the quotation you found to be the most interesting or important from the readings assigned since the last QTTP. Another thread will be for questions for other students in your

section based on the last week's activities and discussions. These questions should address issues that you feel need further conversation or clarification. Good questions invite further reflection and discussion rather than simple one word responses. A final Thread will be dedicated to Talking Points. I would like you to identify a couple of things that you learned from the course recently that you consider most valuable or important. These should be things that you found personally interesting or relevant; they need not necessarily reflect what was in the syllabus or text. I suspect that you will discover that an awful lot of education occurs through collateral learning and serendipitous encounters. All entries are to be completed by midnight on Fridays. In addition to posting these QQTPS, you'll be asked to pick two of the entries posted by a classmate and post a paragraph response by Wednesday of the following week. Both timeliness and quality are important but your grade will be largely determined by your ability to consistently provide inputs as required.

Service Learning Project

The Service Learning portion of the course will be during the last five weeks of class. There will be three different groups of five students each, and each group will be assigned a different project. Each student is expected to contribute at least 20 hours toward their group's project for a total of 100 hours per group. If you anticipate that you will not be able to contribute 20 hours to this project, you should consider the possibility that this may not be the course for you.

Your Grade

Your grade in this course will be determined by what you have done, how well you have done it, and what you have learned in the process. You will be asked to assess your own performance and learning both at midterm and again at the end of the course. You must use the evidence contained in the other four sections of your portfolio to support your claim for the grade you deserve. You will be given specific feedback concerning your own assessment of your progress after midterm. If your performance is inadequate, you will be advised and encouraged to develop a plan for improvement. This course has been designed to be relatively demanding – low standards are the most profound form of disrespect. Because the course will be a challenge, there will be ample support available to help you achieve success if that is your desire. One of the best educational experiences is being able to recognize mistakes and then learn from them. In the end, you will get a grade that fairly reflects your performance but even more importantly we hope you will have developed a set of skills that will support your success throughout your academic career.

Attendance Policy

As mentioned earlier, I expect students to show up prepared for each class – regularly and on time. In the event that you are ill or some emergency will prevent you from being to class on time, please contact the instructor via e-mail or by phone before class. If your absence is excused you will be allowed to make up the quiz you missed. If the absence was not excused you will receive no credit for that day's work – including the quiz. It is particularly important to attend all the sessions outside of class associated with the service learning project.

Other Policies

Food and drink is allowed in the classroom but please be considerate of others and clean up after yourself completely. You may bring your cell phone to class but turn it off (or select silent mode) at the beginning of class. It is important that we all learn to disagree without becoming disagreeable. All disagreements are expected to focus on the issues rather than the individual.

Class Schedule

Text abbreviations: ***OC*** *On Course*
FCTA *From Critical Thinking to Argument*;
ARA *Another Roadside Attraction*

WHR1-4 refers to *What-How-Results* Essays described above. Peers will be reviewing your drafts of these essays.

An asterix indicates a quiz will be given at the start of the class period

Date Day Class Topic/Assignment

Aug 30	Th	<i>OC</i> Chap 1 – Getting on course to your success*; Introduction to the course, syllabus, etc.
Sep 4	Tu	<i>OC</i> Chapter 2 - Accepting personal responsibility*; Definitions of course terms
Sep 6	Th	<i>OC</i> Chap 3 – Discovering self motivation*; <i>Akeelah and the Bee</i>
Sep 7	F	QQTPs # 1 due.
Sep 11	Tu	<i>OC</i> Chap 4 – Mastering Self Management* WHR1 Due.
Sep 12	W	Responses to QQTPs # 1 due.
Sep 13	Th	<i>FCTA</i> Chap 1 – Critical Thinking*; <i>Myers-Briggs Temperaments</i>
Sep 14	F	QQTPs # 2 due.
Sep 18	Tu	<i>FCTA</i> Chap 2 – Critical Reading*; <i>Colour Blind</i>
Sep 19	W	Responses to QQTPs # 2 due.
Sep 20	Th	<i>OC</i> Chap 5 – Employing Interdependence*
Sep 21	F	QQTPs # 3 due.

Sep 25 Tu **FCTA** Chap 3 – Critical Reading; Getting deeper into arguments* **WHR 2** Due

Sep 26 W Responses to QQTPs # 3 due.

Sep 27 Th **OC** Chap 8 - Developing Emotional Intelligence*

Sep 28 F QQTPs # 4 due.

Oct 2 Tu *One Flew over the Cuckoo's Nest*

Oct 3 W Responses to QQTPs # 4 due.

Oct 4 Th **FCTA** Chap 4 & 5 – Visual Rhetoric; Images as Arguments & Writing an Analysis of an Argument*

Oct 5 F QQTPs # 5 due.

Oct 9 Tu (Reading Period – No Class Meeting); **WHR3** Due

Oct 11 Th MID TERM EXAM.

Oct 16 Tu Education and the Learning Process / *A perspective on college learning**

Oct 17 W Responses to QQTPs # 5 due.

Oct 18 Th **OC** Chap 6 - Gaining Self Awareness*; *The Corporation*

Oct 19 F QQTPs # 6 due.

Oct 23 Tu **The Power of Myth** Chap 1*; *A Hero's Journey*.

Oct 24 W Responses to QQTPs # 6 due.

Oct 25 Th **FCTA** Chap 6 – Developing an Argument of Your Own*; *Howard Zinn*;

Oct 26 F QQTPs # 7 due.

Oct 30 Tu **FCTA** Chap 7 – Using Sources (pp. 150-173; 190-196; 213-220)*; Hacker (pgs 103-11); Introduction to Service Learning Projects; **WHR4** Due

Oct 31 W Responses to QQTPs # 7 due.

Nov 1 Th (*class meeting will be part of symposium small group breakout sessions*) (1:30-3:30 pm) **College-Wide Symposium**— *Identity and Diversity in Appalachia*
Where and what is Appalachia? Who are the many different people who call

Appalachia home? These and other questions will be addressed through personal stories and provocative insights from our panel of speakers who embody the richness of Appalachian diversity: Dr. Bill Turner, the NEH Chair in Appalachian Studies at Berea College; instructor Summar West; Associate Director of Admissions, Carl Thomas; author Dr. Deborah Weiner; and activist Patricia Tarquino, Berea '05. In the second half of this event the discussion will be continued in “break-out sessions.”

- Nov 2 F QQTPs # 8 due.
- Nov 6 Tu Service Learning
- Nov 8 Th Service Learning
- Nov 9 F Responses to QQTPs # 8 due.
- Nov 13 Tu **ARA** Part I*
- Nov 15 Th Service Learning
- Nov 16 F QQTPs # 9 due.
- Nov 20 Tu **ARA** Part II*
- Nov 22 Th (Thanksgiving Break!)
- Nov 23 F Responses to QQTPs # 9 due.
- Nov 27 Tu **ARA** Part III*
- Nov 29 Th **ARA** Part IV*; **Writing Competency Exam**
- Nov 30 F QQTPs # 10 due.
- Dec 4 Tu **OC** Chap 7 Adopting Lifelong Learning*
- Dec 6 Th Service Learning Presentations; Completed Portfolio due.
- Final We will meet during our scheduled time for the final exam to watch *Good Night and Good Luck*.

Your Professor

My office is in Frost 207; my office phone is 985-3414. I will be in class teaching on Tuesdays and Thursdays from 10-12; 1-3pm and 6-8pm. You can contact me by e-mail, at my office number or, if it is urgent, on my cell phone (200-0878). If you need to meet

with me outside of class, we can arrange a convenient time on most Mondays, Wednesdays, or Fridays. Since we will be spending quite a bit of time together this semester, I thought you might want to know a little bit about me.

I was born in Lexington, Kentucky in 1949 while my father was a student here at Berea College. He was from Magoffin County in Eastern Kentucky but had attended high school in Berea. He graduated when I was 3 then went to Law School at the University of Kentucky for the next two years. Later he became an FBI agent and we moved from Kentucky to Detroit, Michigan then to Baltimore, Maryland, then Monterey, and finally Los Angeles, California where I attended junior and senior high school. I returned to Magoffin County to stay with my grandparents most summers. In high school, I played football and rugby and was a pretty good student; I attended college at the Air Force Academy in Colorado (this is another school that provides a full tuition scholarship to every student, requires students to work for pay that is below minimum wage, has a clear sense of its unique mission and is very selective). I earned my Bachelors degree in Engineering Management and after graduation, attended UCLA where I earned a Masters in Industrial Relations. Next I went to Army and Air Force Undergraduate Helicopter Training in Texas, Alabama, and Utah.

My first assignment in the Air Force was in Hawaii where I stayed for 7 years flying for the Air Force Rescue and Recovery Service and later Systems Command. I also taught race relations, and became an aircraft maintenance officer with responsibility for about 250 aircraft mechanics and 18 aircraft (12 C-130s specially configured tankers and 6 HH-53s helicopters). Ours was the first unit in the Air Force to have women assigned as aircraft mechanics. The next year we won the award for having "the best aircraft maintenance in the Air Force". In 1979, I was selected to return to the Air Force Academy and teach leadership.

I really like teaching, however, two years later I was back flying helicopters. I was the executive officer for an Air Force Rescue Squadron at RAF Woodbridge in England. In 1983 I was admitted to Oxford University where I earned my doctorate in Experimental Cognitive Psychology. My dissertation was entitled *A Functional Examination of Intermediate Cognitive Process*. My research involved writing a computer game called "Save the Whale", watching how people played it, and measuring the effects of imposing various verbal side tasks on their performance. In 1986, I returned to the Air Force Academy to teach and eventually became a "permanent professor" and Head of the Department of Behavioral Sciences and Leadership. I've had the opportunity to teach about 20 different courses in the behavioral sciences and have published articles relating to psychology, leadership, education, assessment, and accreditation.

Seven years ago, an acquaintance nominated me for the position of academic vice president and provost at Berea College without knowing that I was from Kentucky, let alone Berea. From the time I started the interview process, I found that I "resonated" with the College's great commitments and the students. There really is something unique about the culture here at Berea. I retired from the Air Force and left for Berea the next day. I spent my first four years doing mostly administrative things none of which were

nearly as rewarding as teaching. I consider teaching as my reward for working hard at the things I was supposed to be doing as an administrator.

Here at Berea, I've taught courses in Psychology, Cultural Anthropology, Leadership, Introduction to Behavioral Sciences, Industrial/Organizational Psychology, Cross Cultural Psychology, Strategies for Academic Success and last fall GSTR 110, my first general studies course. I selected this topic and two of our four texts because the theme of *Questioning Authority* has been of special interest to me and I thought it might also be of interest to students as well. As Albert Einstein once quipped, "*All my life I've resented authority and now fate, in all its cruel irony, has made me one.*" I think of the content of this course as a large sandbox in which we will all get to play and have a good time.

By selecting this section of the course you've also placed yourself in special experimental group of students. What will be different about these experimental sections is that a staff member has been assigned to help teach the course, especially the *On Course* portions, and a teaching assistant has been assigned to support each section. I think you will find that these four individuals will be an extraordinarily valuable resource for your learning and success. Also I will be serving as your academic advisor as well as your GSTR 110 instructor. The goal of this experiment is to explore ways that the college might increase student retention (the likelihood that you will return to Berea College next fall) and graduation by increasing the knowledge, skills and attitudes you'll need to be successful throughout your academic career.

Together, we'll see some good films, read some very provocative articles and hear some intriguing ideas as well as become involved in important service learning projects. This course is also a place where I want to help each of you develop the reading, writing, and thinking skills that will help you succeed in any other collegiate course. I look forward to working (and playing) with each of you. - dave

Your Staff Members

Sara White

Welcome to Berea College and more specifically, our GSTR 110 class! My name is Sara White and I look forward to getting to know each of you this fall. This is a great time to be in Berea and I think Berea is a great place to be.

My fulltime work on campus is with an outreach program called—GEAR UP which is actually a program designed to work with middle and high school students preparing them for college through the years. I believe teaching this class will be a great help to me in my GEAR UP work and I hope I can share some interesting information with you about Berea College and how to make a successful transition to life here!

I live close to campus and when I am not in the GEAR UP office or our class, you are likely to find me strolling around with my princess-dog (Shady-Lane) or sitting by with the latest edition of People magazine. Yes, I am a bit of celebrity junkie---the lessons we can learn from their unwise choices—but wait, let's save *that* topic for one of our class discussions!

Please feel free to email or call me when you need assistance (and not just specifically with this course.) I stepped onto my first college campus 25 years ago as a freshman and here I am, still

loving the life—consider me your college-guide! My office is a bit off the central campus but if you need to meet outside class and aren't up for the walk, I always look for ways to spend time at Berea Coffee and Tea.

I hope this course will be the highlight of your first semester at Berea College.

Sara_white@berea.edu

Leigh Bartles

My office is located on the 3rd Floor of the Woods Penniman building and my office hours are usually 10 a.m. until 3 p.m. every day. Because of my project team areas, I may not be in my office during those exact times. If you need to meet with me, the best way is to set up an appointment so that I can make sure I am there when you come by. You may contact me by calling X3458 or by email at leigh_bartles@berea.edu. Since I will be getting to know you over the course of the semester, I thought you would like to know some things about me.

I was born in Hickory, North Carolina, which is a town only a bit larger than Richmond, KY. My father worked for Kodak and my mother stayed home to raise me. My father's job moved us around quite often, so being only a year old, I took my first ride on an airplane, where we settled into our new home of Virginia Beach, Virginia. Only a year after that move, we packed our boots and headed for Lubbock, Texas and then onto El Paso, Texas. My parents divorced and my mother and I moved back to North Carolina, where most of her family still resided. I attended grade school, grad school, and part of high school in Morganton, North Carolina. My mother and I then moved to Summerville, South Carolina for my last two years of high school, where I graduated in 1999.

While in high school, I knew I wanted to attend college in North Carolina. Many of my friends were still there, and I had visited Western Carolina University several times while in high school. I applied to Western, got accepted and started there in the fall. College was tough, I think tougher than what I had ever imagined, but I knew that is where I was supposed to be, so I stuck it out. I became involved in Residence Life as an RA for two years and that helped me transition better and got me out of my comfort zone. I also was an Orientation Counselor, the Student Government Public Defender, and the Student Judicial Hearing Board Chair. I majored in Business Administration and Law, thinking that I would go to Law School someday. I graduated in 2003 and went back home to Hickory, North Carolina. I wasn't too pleased with my job situation, so I started thinking about graduate school. The Vice Chancellor of Student Affairs at Western Carolina University, who I had known throughout my college career, had created a new graduate program focusing on student development in higher education. When he called and told me about the program, I knew that's what I wanted to do. I had experience in it all through undergrad, so it seemed like a perfect fit. I applied to the graduate school at Western, got accepted, and once again returned to college. After two very intense and grueling years, I received my Master of Education Degree in College Student Development.

I remember applying for the job post at Berea College in the evening of the day I graduated. Berea College sounded so unique and it sounded like the place that I wanted to be. Being from the area that I was from, I felt my experiences would aid in motivating and inspiring students to never give up on their dreams. I work as a Residence Life Collegium member, and I currently oversee Kentucky and Talcott Hall, upper-class male and female residence halls. I also work with the Orientation, Judicial and Housing Assignments project team within our office. I am looking forward to getting to know all of you this year, and I hope that we will learn many things from each other.

Your Teaching Assistants

Hello all, my name is Megan Rodgers and I will be the Teaching Assistant for the Z class (6-8). I am a sophomore here at Berea College and I come from Luray, Virginia, which some of you may be familiar with because of Luray Caverns, where I am also employed. I am a very outgoing person and I love to meet new people and encounter new experiences.

I am pursuing a major in Psychology with a minor in Business and I plan to become an Industrial / Organizational Psychologist after graduate study. I have taken two courses with Dave, GSTR 235 Introduction to the Behavioral Sciences, and a course in I/O Psychology. I was Dave's TA in the Spring for the Introduction to the Behavioral Sciences.

I know many of you are feeling anxious and maybe a little nervous, but that is perfectly normal. When I arrived at Berea last year, I was particularly nervous because I didn't have a clue what my major would be, and it seemed as though all of my peers did. My best advice to any students feeling this way is to not panic. Berea is an excellent place to take courses that were not offered in high school and you may find something you are very interested in, but didn't know existed until you were here... which would be my case.

I am very excited about meeting all of you, and look forward to a year full of learning, fun, and new experiences for all! If any of you ever need to talk about anything, please feel free to email me at rodgersm@berea.edu, or call me at ext. 6516. I will be more than happy to talk to you. I know that starting college can be a difficult time but never forget that there is always someone who can help you!

My name is Kaleigh McCoy (Y Section), and I am a sophomore student at Berea College. I am from a small town in Indiana and have five sisters and three brothers. I graduated Salutatorian of my class, and have worked very hard to get where I am today. I am married with no children. In my spare time, I enjoy watching movies and listening to 80s music.

I am currently planning on pursuing a degree in History with a minor in Peace and Social Justice. I am going to do my graduate work in Middle Eastern Studies. After graduate studies, my husband Sean and I plan on joining an international organization that focuses on peace and humanitarian aid. Eventually, I would like to teach at the college level and spend my summers traveling internationally.

I have taken two of Dave's classes as a freshman, GSTR 110 Questioning Authority and GST 235 Intro to Behavioral Sciences. During the summer, I worked as Dave's research and teaching assistant, refining all of my talents as an "assistant". I am currently one of Dave's teaching assistants for GSTR 110, the class I took a year ago. So, I was in the same "boat" as the rest of you. If you have any questions or concerns about anything, please e-mail me at Kaleigh_McCoy@berea.edu.

Zookie.