

Bodies in Place Paper 1 (15%)

Assignment: Textual Analysis, 1200-1500 words, typed and double-spaced

Due date: just before lecture begins on October 14; a half grade will be deducted for each day that a paper is late.

Topic:

Pick two passages from the *Crito*, each no more than one-page long, and discuss their treatment of the body and/or location in a textual analysis based on **close reading**. **“Close reading” denotes a particular kind of analysis so please read the accompanying handout for directions.**

Answers to the question should form the basis for original analytical insights which should be presented in an argumentative essay focused on a specific, subtle thesis about the text. A successful thesis will offer an interpretation not obvious upon a first or even second reading of the texts. It may be helpful to imagine the thesis as two-tiered: a fresh insight based on observation of textual detail AND the significance of this insight for interpretation of the text. Your argument will then present detailed observations to bring me to see this insight and its significance. You may relate your observations to the wider (not wide) aims of the author/text. The most successful papers relate a narrow, detailed insight to a narrow, subtle point. Try to avoid attaching a too general, sweeping meaning to your work. Do not begin your paper with a generalization or universal statements, such as “Man has always.....” or “All people.....” Such statements are much too broad for a scholarly paper and undermine the sophistication of your work and the strength of your argument.

Your argument must be anchored in the text, including the use of evidence of close reading when relevant. Evidence from close reading includes consideration of details - word choice, sentence structure, repetition, tone, setting, characterization, imagery, symbolic meaning - as well as more generalized characteristics of the writing - structure of the plot or parts of it, repetitive image patterns, theme. The more detailed your use of the text, the stronger your argument will be. Use your observations to unpack and develop the distinction you present in your essay.

We note that we are asking you to make much of textual details in a translated document. The text we have is some combination of the author’s and the translator’s vision and therefore close reading has limited validity in some scholarly arguments; nevertheless, treat the translation as if it were not one and use this opportunity to practice the construction and presentation of subtle arguments on the basis of textual detail.

Guidelines for Essay Format and Documentation

1. Put your name, the name of the course, your instructor's name, and the date on the first page of your paper.
2. Double-space and leave a one-inch margin on all sides.
3. Number all pages except the first.
4. Staple your paper in the upper left corner before you turn it in.
5. Underline or italicize titles of books (except the Bible, whose special status as a holy text is indicated by NOT italicizing its name), plays, magazines, works of art, TV shows, movies, and newspapers; place quotation marks around titles of short stories, poems, songs, and articles in books or magazines.
6. Indent and single-space quotations longer than three full lines; do not use quotation marks. Introduce your quotation in the body of the text. Do not open paragraphs with a quotation. Include shorter quotations or supporting references in the body of the paper.
7. **Acknowledge all resource materials**, including the primary text(s), **whether quoted directly or indirectly**. The primary text you select to work with (along with lecture and discussion notes) will provide the supporting evidence for your essay. Please do not use other resources such as secondary critical articles or books.

Give references to the text in parentheses after the cited passage.

Example: Aquinas proves God's existence with the "argument from motion" (p. 30).

This simple system of documentation will suffice if you're using an edition that's common to our course; give bibliographic data on a final sheet if you're using some other edition. Remember the general rationale for citing your sources: your reader may want to locate the passage you've referred to in order to read it again, to find out more, to check the context, etc. Make it easy to find your sources.

When you use ideas or opinions from the introductions of our common editions or from lectures or any other source, give a reference. Remember to provide references for direct quotations as well as any paraphrased reference to the text or any description of its contents.

The Stanford Honor Code

The Honor Code is an agreement that binds us all as members of this intellectual community. Violating the Honor Code is a serious offense, even when the violation is unintentional. The text of the Honor Code is

available at: www.stanford.edu/dept/vpsa/judicialaffairs/honor_code.htm. You are responsible for understanding the University rules regarding academic integrity; you should familiarize yourself with the code if you have not already done so. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying from another's exam, unpermitted collaboration and representing as one's own work the work of another. If you have any questions about these matters, see your teaching fellow during office hours.

Grading Guidelines

Please note that rewrites are not allowed.

The Area One requirement is designed to foster rigorous inquiry and critical thinking, and to promote effective written argumentation. The following standards for judging written work apply to all Area One courses:

A range: This paper is outstanding in form and content. The thesis is clear and insightful; it expands in a new way on ideas presented in the course. The evidence presented in support of the argument is carefully chosen and deftly handled. The argument is not only unified and coherent, but also complex and nuanced.

B range: This paper's thesis is clear; the argument is coherent and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course. The paper is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of an A range paper.

C range: This paper has some but not all of the basic components of an argumentative essay (i.e., thesis, evidence, coherent structure): for example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall argument. Such a paper is usually poorly organized, written and proofread. A paper will fall below a "C" if it lacks more than one of the basic components of an argumentative essay.