

Introduction

“Dawn of humanity” had interesting criticisms of commonly held beliefs about human society. The belief that societal development is linear, uniform, and (conveniently) perfected in its current form is scrutinised heavily. While they do not provide a definite theory of their own, Graeber and David identify the most popular theories (emphasis on Rousseau!), sacrifice complexity and academic rigour in exchange for generality.

The WFS subject I chose let me do in-depth research into working class movements across history. The white paper encouraged me to read the communist manifesto over the semester, which has been very helpful in clarifying the feelings I hold about the American political system, society, religion, law, the working class itself, working class movements, and the rich.

Coursework description

White paper (Writing for survival, Wealth inequality)

- Examining Solutions to wealth inequality across history, in the hope of formulating a solution for the present-day American working class, highlighting the particularly hopeless situation the American labourer finds himself in.
- The white paper uses pathos to persuade the reader; this is visible from the similes, hyperboles, and more sources and citations present.
- Drawing inspiration from The Dawn of Humanity, I frequently present rhetorical questions to the reader and adopt a conversational tone throughout the paper.

Lit-Review (Moltkeian military doctrine)

- I conducted a review on relevant literature across two disciplines about my research question, the differences between Napoleonic and Moltkean doctrine, and Moltke's influence on future military doctrines.
 - The paper starts with an introduction, explaining the importance of my research question and the context behind it. I then delve into the synthesis of groups of historical and philosophical scholarly articles.
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- I compare the strengths/weaknesses of the articles I choose, and highlight the way in which an interdisciplinary approach adds depth to my article (broadening my perspective of the research question). The review ends with a citation list.

Learning outcomes

-Acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility,

1. I was inspired by Graber and David to use an inquisitive tone throughout my white paper.

-Negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situations.

1. Depending on how factual/scholarly an assignment needs to be, the rhetorical strategies I can use adjust. I approach assignments with the main goal of becoming more learned.

Develop and engage in the collaborative and social aspects of writing processes.

1. Although I did no group work, I had very rich conversations in the lecture time allotted to free discussion, which influenced my writing in a non-trivial manner.

Engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond to include public audiences, formulate and articulate a stance through and in your writing.

1. I have become more comfortable working with information across genres thanks to the literature review.

Practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects

1. Interdisciplinary research is extremely valuable for both the writer and writing; it should be done more frequently.

Strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing

1. The literature review naturally forced me to recognize the methodologies present in the articles I synthesised, and learn the defining components of a particular methodology.

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