

THE HUMAN EVENT | HON 272
SPRING 20XX
Dr. Jenny Dyck Brian



"Gods of the Modern World" by José Clemente Orozco

COURSE DESCRIPTION

The Human Event is an intensive, interdisciplinary seminar focusing on key social and intellectual currents in the development of humanity in its diversity. Students examine human thought and imagination from various perspectives, including philosophy, history, literature, religion, science, and art. Coursework emphasizes critical thinking, discussion, and argumentative writing. Exploring texts from approximately 1600 to present, HON 272 is the second half of a two-semester sequence that starts with HON 171.

The readings for this course will focus (*very*) broadly on the relationship between science and society. We will use science to think about how ideas about ethics, politics, privilege, and power have changed over time. We will interrogate key scientific concepts like rationality and reason, expertise, representation, objectivity and subjectivity, authority, and progress to ask careful questions about the forces that constrain and enable our freedom.

COURSE OBJECTIVES

- To improve the student's ability to reason critically and communicate clearly.
- To cultivate the student's ability to engage in intellectual discourse through reading, writing, and discussion.
- To broaden the student's historical and cultural awareness and understanding.
- To deepen awareness of the diversity of human societies and cultures.
- To instill intellectual breadth and academic discipline in preparation for more advanced study.

MULTICULTURALISM

Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. I hope that you will contribute your unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate in our course discussions. Thoughtful discussions on multiculturalism and diversity will enhance each person's experience within and beyond the classroom.

REQUIRED TEXTS

The course reader will be available for pick-up at the Alternative Copy Shop. It is available in print and electronic form. You can choose the electronic version, but if you abuse your computer privileges, you will then have to buy the print copy. Choose wisely!

Available at ASU Bookstore:

Dreger, Alice. 2005. *One of Us: Conjoined Twins and the Future of Normal*. Cambridge, MA: Harvard University Press.

Not available at ASU Bookstore:

Swift, Jonathan. (1726) 1996. *Gulliver's Travels* (Mineola, NY: Dover Publications, Inc), 109-164.

- We will only be reading Part III. I recommend you download the (free) Kindle app on your laptop or tablet, and get the free version of the book. You can also find it for pennies at used bookstores and garage sales across the Valley.

Schedule of Readings:

Theories of Knowledge (How do we know what we think we know?)

M, x Jan	Introduction to the class
W, x Jan	Descartes, Rene. (1641) 1993. <i>Meditations On First Philosophy</i> . Newton, I. (1687). <i>Philosophiae Naturalis Principia Mathematica</i> . In <i>The Enlightenment: A sourcebook and reader</i> , edited by Paul Hyland, 37-39. New York: Routledge. Hume, D. (1739) 2003. <i>A Treatise of Human Nature</i> . In <i>The Enlightenment: A sourcebook and reader</i> , edited by Paul Hyland, 46-48. New York: Routledge.
M, x Jan	Martin Luther King, Jr. Day. No classes.
W, x Jan	Locke, J. (1694) 2003. <i>An Essay Concerning Human Understanding</i> . In <i>The Enlightenment: A sourcebook and reader</i> , edited by Paul Hyland, 40-45. New York: Routledge. Kant, I. (1784) 2003. "What is Enlightenment?" In <i>The Enlightenment: A sourcebook and reader</i> , edited by Paul Hyland, 53-58. New York: Routledge. Foucault, M. (1984) 2003. "What is Enlightenment?" In <i>The Enlightenment: A sourcebook and reader</i> , edited by Paul Hyland, 398-400. New York: Routledge.

Politics and Morality

M, x Jan	Locke, J. (1690) 2003. "Two Treatises of Government." In <i>The Enlightenment: A</i>
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sourcebook and reader, edited by Paul Hyland, 53-58. New York: Routledge.
 Smith, A. (1776) 2003. "The Wealth of Nations." In *The Enlightenment: A sourcebook and reader*, edited by Paul Hyland, 192-201. New York: Routledge.
 Mill, J.S. (1859) 1999. "On Liberty." In *Philosophy: The quest for truth (4th Edition)*, edited by Louis P. Pojman, 482-487. Belmont, CA: Wadsworth Publishing.

- W, x Jan Swift, Jonathan. (1726) 1996. *Gulliver's Travels* (Mineola, NY: Dover Publications, Inc), 109-164.
- M, x Feb Hobbes, T. (1651) 2003. "Leviathan." In *The Enlightenment: A sourcebook and reader*, edited by Paul Hyland, 8-11. New York: Routledge.
 Rousseau, JJ. (1755) 2003. "Discourse on Inequality." In *The Enlightenment: A sourcebook and reader*, edited by Paul Hyland, 18-20. New York: Routledge.
- W, x Feb Wollstonecraft, M. 1792. *The Vindication of the Rights of Woman*. London: T. Fisher Unwin.
- M, x Feb Darwin, C. 1859. *On the Origin of Species by Means of Natural Selection, or, The Preservation of Favoured Races in the Struggle for Life*. London: John Murray. (Chapters 1 & 2.) **BB**
- W, x Feb Darwin, C. 1859. *On the Origin of Species by Means of Natural Selection, or, The Preservation of Favoured Races in the Struggle for Life*. London: John Murray. (Chapters 3 & 4.) **BB**
- M, x Feb Marx, K. (1844) 2013. "Estranged Labor." In *Social Theory (5th Edition)*, edited by Charles Lemert, 29-33. Boulder, CO: Westview Press.
 -- (1846) 2013. "Camera Obscura." In *Social Theory (5th Edition)*, edited by Charles Lemert, 33-34. Boulder, CO: Westview Press.
 Marx, K. and F. Engels. (1848) 2013. "The Manifesto of Class Struggle." In *Social Theory (5th Edition)*, edited by Charles Lemert, 34-37. Boulder, CO: Westview Press.
Recommended:
 Marx, K. (1867) 2013. "Capital and the Fetishism of Commodities." In *Social Theory (5th Edition)*, edited by Charles Lemert, 47-49. Boulder, CO: Westview Press.
 -- (1867) 2013. "Labour-Power and Capital." In *Social Theory (5th Edition)*, edited by Charles Lemert, 49-52. Boulder, CO: Westview Press.
- W, x Feb **Writing Workshop**
- M, x Feb Engels, F. (1884) 2013. "The Patriarchal Family." In *Social Theory (5th Edition)*, edited by Charles Lemert, 52-54. Boulder, CO: Westview Press.
 Durkheim, E. (1893) 2013. "Mechanical and Organic Solidarity." In *Social Theory (5th Edition)*, edited by Charles Lemert, 57-59. Boulder, CO: Westview Press.
 Durkheim, E. (1902) 2013. "Anomie and the Modern Division of Labour." In

Social Theory (5th Edition), edited by Charles Lemert, 60-61. Boulder, CO: Westview Press.

"Favored Populations"

W, x Feb American Eugenics Society and American Eugenics Party pamphlets BB
Hankins, F.H. "Birth Control and the Racial Future." *People* (April 1931), 11-15.
McDougal, W. "A Practicable Eugenic Suggestion."
Galton, F. "Eugenics."
Buck vs. Bell (1927)

Essay #1 due by 12pm to my office (Sage 150) and Blackboard

M, x Mar DuBois, W.E.B. (1903) 2013. "Double Consciousness and the Veil." In *Social Theory (5th Edition)*, edited by Charles Lemert, 126-130. Boulder, CO: Westview Press.
-- (1935) 2013. "Black Reconstruction and the Racial Wage." In *Social Theory (5th Edition)*, edited by Charles Lemert, 184-186. Boulder, CO: Westview Press.

Understanding the Self

W, x Mar Perkins Stetson, Charlotte. 1892. "The Yellow Wallpaper." Accessed online at <http://www.nlm.nih.gov/literatureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>.
Cooley, C. (1902) 2010. "The Looking Glass Self." In *Social Theory (4th Edition)*, edited by Charles Lemert, 189. Boulder, CO: Westview Press.
Mead, GH. (1929) 2010. "The Self, the I, and the Me." In *Social Theory (4th Edition)*, edited by Charles Lemert, 224-229. Boulder, CO: Westview Press.

Mid-March *Spring Break*

M, x Mar Weber, M. (1905) 2010. "The Spirit of Capitalism and the Iron Cage," In *Social Theory (4th Edition)*, edited by Charles Lemert, 103-108. Boulder, CO: Westview Press.
-- (1920) 2010. "The Bureaucratic Machine," In *Social Theory (4th Edition)*, edited by Charles Lemert, 108-114. Boulder, CO: Westview Press.
-- (1918) 2010. "What is Politics?" In *Social Theory (4th Edition)*, edited by Charles Lemert, 114-116. Boulder, CO: Westview Press.
-- (1920) 2010. "The Types of Legitimate Domination." In *Social Theory (4th Edition)*, edited by Charles Lemert, 116-119. Boulder, CO: Westview Press.
-- (1920) 2010. "Class, Status, Party." In *Social Theory (4th Edition)*, edited by Charles Lemert, 119-129. Boulder, CO: Westview Press.

Art and Media

W, x Mar Heidegger, M. (1935) 2009. "The Origin of the Work of Art." In *The Art of Art History (2nd Edition)*, edited by Donald Preziosi, 284-295. Oxford: Oxford University Press.
Preziosi, D. 1998. "The Art of Art History." In *The Art of Art History*, edited by Donald Preziosi, 507-525. Oxford: Oxford University Press.

- M, x Mar McLuhan, M. 1977. Lecture Series: The Medium is the Message. Accessed online at <http://www.youtube.com/watch?v=ImaH51F4HBw> (Part 1), <http://www.youtube.com/watch?v=a11DEFm0WCw> (Part 2), <http://www.youtube.com/watch?v=CtpX8A7Q2pE> (Part 3)

Postmodernism

- W, x Mar De Beauvoir, S. 1949. *The Second Sex* (New York: Vintage Books), 21-48.
 Firestone, S. 1970. *The Dialectic of Sex*. Chapter 1. Accessed online at <http://www.marxists.org/subject/women/authors/firestone-shulamith/dialectic-sex.htm>.
- M, x Mar Foucault, M. (1975) 2013. "Biopolitics and the Carceral Society." In *Social Theory (4th Edition)*, edited by Charles Lemert, 417-421. Boulder, CO: Westview Press.
 -- (1976) 2013. "Power as Knowledge." In *Social Theory (4th Edition)*, edited by Charles Lemert, 473-479. Boulder, CO: Westview Press.
 Lorde, A. (1984) 2010. "The Master's Tools Will Never Dismantle the Master's House." In *Social Theory (4th Edition)*, edited by Charles Lemert, 449-451. Boulder, CO: Westview Press.

Noticing, Constructing, Manufacturing Difference

- W, x Apr Carson, R. *Silent Spring* (New York: Houghton Mifflin, 1962), 1-37.

Essay #2 due by 12pm

- M, x Apr Anzaldúa, G. (1987) 2013. The new Mestiza. In *Social Theory (5th Edition)*, edited by Charles Lemert, 411-415. Boulder, CO: Westview Press.
- W, x Apr Haraway, D. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14.3 (1988): 575-599.
- M, x Apr Hill Collins, P. 2000. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment* (New York: Routledge), 1-43.
 Fanon, F. (1961) 2010. "Decolonizing, National Culture, and the Negro Intellectual." In *Social Theory (4th Edition)*, edited by Charles Lemert, 417-421. Boulder, CO: Westview Press.
- W, x Apr Joyce, K. "Appealing Images: Magnetic Resonance Imaging and the Production of Authoritative Knowledge." *Social Studies of Science* 35.3 (2005): 437-462.
- M, x Apr Dreger, A. 2005. *One of Us: Conjoined Twins and the Future of Normal*. Cambridge, MA: Harvard University Press.
- W, x Apr Dreger, A. 2005. *One of Us: Conjoined Twins and the Future of Normal*. Cambridge, MA: Harvard University Press.

M, x Apr Roy, A. "The Greater Common Good." *Friends of River Narmada*, April 1999. Accessed at <http://www.narmada.org/gcg/gcg.html>.

W, x Apr THE END of THE. Sniff. Course wrap-up and evaluations.

Final essay due by 11:59pm

ASSESSMENT

This course will be a dynamic, discussion-based class that demands a high level of engagement from the students. Students are required to complete all assigned readings and come to class prepared for discussion. The final grade for the course will be based on participation (30%), three written papers (60%), and quizzes and reading responses (10%).

Participation (30%)

Your participation grade will be assessed by the quality of your in-class and online contributions, and your participation in in-class group activities. Together we will determine what counts as meaningful discussion and develop a participation rubric, but this class demands respectful engagement with one another and with the texts. Participation will be assessed daily. You will earn marks for sustained engagement, including coming prepared, contributing original ideas and insights to the discussion, and responding thoughtfully to a classmate's contribution. You will get an F if you are absent or act like it; things that will hurt your participation in class include: being disruptive (talking to your neighbor, texting, forgetting to put your mobile on silent), being unprepared, checking e-mail or online shopping, sleeping in class, being late, not bringing the text(s) to class. On writing workshop days, the introductory paragraph and outline you hand in will count for your participation grade on that day.

I recognize that it seems odd to *demand* participation, and yet, this class will not function without your engagement. I want to hear what you think of the texts and the ideas. Some of them are very challenging; our class is a place for you to take (intellectual) risks, to ask questions, to share insights and respond to one another seriously and generously. I would also like to see you connect the texts to current events or ideas and your own personal experiences. As a class, we'll explore the ways in which these texts remain relevant and/or important many many years later by asking how these texts speak to contemporary issues.

You will sign up for one class for which you are responsible for preparing discussion questions for the reading(s), and one class for which you will lead the class discussion for 20 minutes.

A note on readings: **Plan/expect to spend at least 3 hours outside of class reading, rereading, annotating, and preparing for each class meeting.** It is impossible to play catch up in this class, so plan ahead and finish the readings before you come to class.

As you read, you must keep a reading journal, where you take note of the thesis (where applicable), themes, interesting quotes, and/or responses to the focus questions. In addition to the focus questions on Blackboard, ask yourself the following questions while reading:

- What questions is the author asking?
- What assumptions is the author making?

- What controversial claims does the author make, and what are the possible objections?
- What interesting (non-obvious, original, thought-provoking) question does the author make and why is it interesting?
- What conclusions does the author draw, and what are the implications of those conclusions?

Asking yourself these questions forces you to take a stance of curiosity toward the reading, and will help you prepare thoughtful responses to our texts. You should be able to answer these questions for each text before you come to class.

Quizzes and Reading responses (10%)

We will do daily quizzes to test reading comprehension. These quizzes are just to help you know how closely you should be reading and do not test interpretation. We will also have occasional reading response activities, in which I will ask you to reflect on and respond to the author's arguments, or compare two readings. These will either be assigned in advance or as an in-class writing activity.

Short papers (60%)

Each student will write 3 six-page papers (20% each). Short papers are an opportunity to demonstrate your ability to critically analyze the texts, to synthesize ideas and concepts, and develop insightful, original arguments. Your papers will be graded on accuracy of interpretation and understanding, quality of argument, expression (tip: The Barrett Writing Center will welcome you with open arms!), and originality. I will provide a choice of essay prompts and further information two and a half weeks before each deadline.

Small and important details: These papers must be double-spaced and stapled in the upper left hand corner, and have page numbers and one-inch margins. Do **not** include a title page, but do include your name, the course number and the date at the top of the first page. Please use a reasonable font (e.g., Times 12 pt or Ariel 10 pt).

Large and important details: I will be assessing your ability to develop a clearly articulated argument and gather evidence from the text in support of your claims. Quotes constitute the paper's basic evidence, and should be treated as the "objective" source material to which all readers can refer. Analysis of the primary text forms the backbone of the paper's defense of a thesis; I will be assessing your ability to "unpack" the meaning of what you deem to be key quotes. (Note that you are not allowed to use outside sources in your essays, as this course is based on the analysis of the primary texts themselves.) A well-written term paper has a clear and compelling thesis statement that describes your argumentative position. A well-written paper flows logically, from the introduction through the body of supporting evidence to the conclusion. Finally, a well-written paper contains proper citations of the text, and uses proper grammar and spelling. Don't be sloppy with your writing – do not write the paper the night before it is due and please proofread.

Tip: The Barrett Writing Center will welcome you with open arms! See below for more details. There will be three opportunities for extra credit over the course of the semester.

EXTRA CREDIT OPPORTUNITIES

Each assignment will give you an opportunity to earn up to 5 extra points on one of your

essays. More details will be provided in class.

THE HUMAN EVENT WRITING PAPER STANDARDS

I will hand out a more detailed rubric in class to guide you as you write your essays. The elements outlined below form the basis of all Human Event argumentative papers, and therefore constitute the fundamental criteria of evaluation for *all* Human Event classes.

1. A Human Event paper contains a clear thesis statement.

- The thesis statement makes a specific, text-based claim, not a vague or broad observation.
- The paper must stake a substantive position, one that is neither trivial nor obvious.
- Human Event papers are typically 5-7 pages, and the thesis statement should appear in the first paragraph.

2. The body of a Human Event paper defends the thesis via a progression of arguments.

- The opening of the paper provides an overall map of its direction.
- The body of the paper mirrors the introductory map, and each paragraph builds the case in logical progression.
- The paper makes an evidence-based case in support of the thesis. Accordingly, the paper also anticipates and addresses potential objections.

3. Evidence from and analysis of the primary text(s) form the backbone of the paper's defense of a thesis.

- Textual evidence constitutes the foundation of the paper's argument. The paper cites the sources of evidence.
- No outside sources are permitted.
- Analysis offers plausible explications of the texts that show how the meaning of the cited evidence helps develop the argument.

4. Human Event papers adhere to fundamental style elements.

- The paper uses proper grammar and word choice including gender neutral and inclusive language.
- The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.

GRADING KEY

The grading will be on a traditional scale of 100-98=A+, 97-93=A, 92-90=A-, 89-88=B+, 87-83=B, 82-80=B-, 79-78=C+, 77-70=C, 69-60=D, 59 and below=F.

A-level work will demonstrate mastery of the material and will go far beyond the minimum requirements of a particular assignment; in addition, there will be few or no mistakes.

B-level work will exceed the requirements of an assignment and demonstrate strong competency with the material; some mistakes, but no egregious errors.

C-level work will meet the requirements of an assignment but demonstrate only basic comprehension of the material; some mistakes and potentially a major error.

D-level work will fail to meet the requirements of an assignment and demonstrate little or no content comprehension; many mistakes and more than one major error.

F-level work will fail to meet the requirements of an assignment and have little merit as a demonstration of knowledge or ability.

BARRETT WRITING CENTER

The writing center is staffed by Barrett students who have completed both sections of The Human Event. They are available for individual tutoring to help you improve your writing and critical thinking skills. For more information, go to <http://barretthonors.asu.edu/academics/barrett-writing-center/>.

POLICIES

Attendance: Daily attendance is required. Each student is allowed two absences, with no explanation necessary. Additional absences will negatively affect your final grade (e.g., taking you from a B to a B-). The instructor reserves the right to fail those who miss twenty percent of the class meetings or more for any reason.

Short paper drafts: I do not read drafts, but if you come see me, I will give you detailed feedback on your thesis statement and outline.

Penalty for late assignments: You will be given two no questions asked, no penalty extension days to use when you wish. They must be used together, on one assignment. One day = 24 hours, therefore if you take a two day extension on a paper due on a Friday at 12pm, you will be required to submit the paper to Blackboard by 12pm Sunday and drop off a paper copy by 8:30am Monday. Once the two days are used up, assignments handed in late will be accepted with a penalty of 10% per day.

Graded papers: I will return graded papers approximately two weeks after you submit them (with the exception of the final paper, which will be available for you to collect the first day of spring term).

Regrading policy: If you think the grade I gave you on an assignment is wrong, you may submit it to be regraded. It must be resubmitted within one week, with a paragraph explanation as to why you think my assessment was incorrect and why the paper deserves a different grade. Please refer to our grading rubric when making your case and remember that grades are earned, not given.

Electronic devices: You are welcome to use a laptop or tablet in class if you are referencing relevant readings. Do not use the laptop or tablet to check e-mail or Facebook or shop for shoes because that will significantly affect your overall participation grade. (It will affect your grade for the worse, just to be clear).

Course content: Some of the assigned texts contain adult content, such as sexuality, coarse language and violence. If you are not comfortable with such themes and content, please come see me and we will discuss possible options and alternatives.

E-mail etiquette: Please include a salutation (“Dear Dr. Brian”, for example), and refrain from using text message abbreviations. I know it’s e-mail and we all receive hundreds of them a day/week, but good communication skills are important.

Unless you are otherwise instructed, all assignments are to be submitted to Blackboard and directly to the Instructor.

Reading assignments are to be completed in advance. You must come to class prepared and ready to participate in discussion. Please bare in mind that oftentimes philosophical literature must be read twice or three times to facilitate comprehension.

Students with permanent or temporary disabilities who would like to discuss course requirements and accommodations are asked to see the instructor within the first week of class.

The syllabus is a contract between the student and the teacher. If you come back on Wednesday, you agree to abide by the terms I have laid out in the syllabus. While I reserve the right to make small changes to the reading schedule, policies or due dates, I agree to not make any significant changes to the syllabus without consulting the class.

ACADEMIC INTEGRITY

If you submit work that is not your own, you will be fully disciplined in accordance with university policies. Cheating, plagiarism, or other forms of academic dishonesty are strictly forbidden and will result in a failing grade for the assignment, the class, and disciplinary action with the Dean. It is your responsibility to be aware of, understand, and adhere to the rules and regulations of The Barrett Honors College and Arizona State University.