

San José State University
Humanities Department
**HUM 177A, ADVANCED HONORS IN INTEGRATED SCIENCE, SOCIAL
SCIENCE AND HUMANITIES, Fall 2016**

Course and Contact Information

Instructors: Cynthia Rostankowski, Ph.D Lisa Stenmark, Ph.D.

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Thursdays 10:00-12 pm, Tuesdays 12:00-2:00 pm
Wednesdays 1:30-2:30 pm, and by appointment
and by appointment

Lecture: Tuesdays and
Thursdays, 3:00-4:15 pm
Seminar: Tuesdays and
Thursdays, 4:30-5:45 pm.

Classroom: Lecture: WSQ 109
Seminar: HGH 124 Seminar: BBC 203

Prerequisites: Successful completion of WST with an essay score of 8 or above; cumulative all-college GPA of 3.0 or above. 100W is a prerequisite, or co-requisite for the course.

GE/SJSU Studies Category: Over the two semesters of the course, the Advanced Honors Program satisfies areas: **R** (Earth and Environment), **S** (Self, Society, & Equality in the US), and **V** (Culture, Civilization & Global Understanding)

Faculty Web Page and MYSJSU Messaging

Copies of the course syllabus and major assignment sheets may be found on the faculty web page at <http://www.sjsu.edu/people/cynthia.rostankowski/courses/HUM177AF15/index.html> as well as on the Canvas learning management system course website (<http://sjsu.instructure.com>). You are responsible for regularly checking with the messaging system through Canvas and MySJSU to learn of any updates. Be sure to check your Canvas and MySJSU sites at least once a week.

Course Description

Advanced Honors in Science, Social Science and the Humanities, HUM 177A/B is an integrated course sequence that cultivates scientific study of the physical universe and its life forms, studies individuals and

groups with respect to their diversity, equality, and the inequalities of institutions and practices of the USA, and develops appreciation for human cultures and their diverse development globally over time. *Advanced Honors*, aims to accomplish several goals: 1. satisfaction of SJSU Studies requirements (areas R, S, V) in a two-semester, lecture/seminar course sequence, 2. cultivation of a learning community among students and the two-member faculty teaching team, 3. integration of learning by disciplines and methodologies, 4. incorporation of the guidance and services of the SJSU Career Center to prepare students optimally, and 5. effective retention and graduation of upper division students.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

The readings for HUM 177A/B begin with theories of evolution that offer explanations of the origin of human and other species. This material will offer a broad framework for introducing multiple hypotheses to explain species development and change. We may claim that science is a set of standardized methods created to test hypotheses, which can lead to the formulation of theories. What makes hypotheses testable, attention to precision, and care in data gathering will all be explained as foundational to the pursuit of science. In contradistinction to this process, students will also be introduced to the ways in which the promotion of extraordinary claims, beliefs, anecdotes, ideas, etc. - but not within the framework of scientific testing, which fundamentally includes the collection of evidence that is (at least potentially) reproducible - can yield what has come to be called pseudo-science.

AREA R – EARTH AND ENVIRONMENT

Area R – SLO 1: Demonstrate an understanding of the methods and limits of scientific investigation. During the first semester, students will undertake an experiment to investigate how Argentine ant colonies add to the network of trails and nests, in order to learn by experience what the required methods are for engaging in sound scientific observation. As a means to investigating ant networks, the experiment will test whether a new trail is more likely to form in response to a food-bait or to a new nest site. Students will learn to carry out the steps required for the experiment with attention to detail and specificity. Most importantly, the aim is to cultivate observation skills in students, not come up with expected results. Objectivity and accuracy of data gathering and measurement will be the focus of this assignment. While results tend to be the exciting end of scientific research, the aim throughout the experimental process is the acquisition of relevant information as a useful part of a pool of data.

Area R – SLO 2: Distinguish science from pseudo-science. Students will be guided to distinguish science from pseudoscience by coming to recognize that necessary conditions of scientific investigation include: collection of evidence that is (a) observable and (b) reproducible, and (c) that formulations of hypotheses that are falsifiable. Students will confront the issue of pseudoscience at several points during the first semester: in connection to Social Darwinism, Karl Popper's critique of induction, and Nazi theories about race, to name a few. To assess their understanding, students will be asked to carry out an assignment in which they must peruse popular literature purportedly describing scientific discoveries, and evaluate the science described in terms of the established criteria of scientific investigation (Research in the Sciences essay assignment).

Area R – SLO 3: Apply a scientific approach to answer questions about the earth and environment. Students will be guided to recognize what constitutes a well-formed scientific explanation. Because of the activities involved with their own scientific experimentation in the environment, they will be able to adapt and apply methodologies from one learning context to new situations to explore issues with insight, and originality. As an

example, the networking behaviors of ants can be recognized as offering insights into more complex networking arrangements in human communities, both small- and large-scale, local to global. At least two of the essay assignments (Reasoning in the Social Sciences, and Research in Sciences) will require students to apply their studies to specific topics using what has been learned in one context to others. Midterm and final examinations specifically will include questions that require the application of scientific method and inductive reasoning to specific course content.

Because the United States has found itself obliged to transform in order to respond to the developments in science, technology and politics internally as well as globally, students will be able to identify and connect the ways that fields of study and actions undertaken in one social, scholarly, or political context generate new challenges as well as opportunities for specific groups as well as for the population as a whole.

AREA S – SELF, SOCIETY & EQUALITY IN THE U.S.

AREA S – SLO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality. Many topics throughout the course address such issues as education and social opportunity, military obligation and social integration, and different economic systems, both in the U.S. and abroad. A particular focus of the course will be on the implementation of various philosophical and political beliefs in very different social contexts – for example, theories of liberation through non-violence and violence as part of anti-colonialism, the civil rights movement in the U.S. and elsewhere, the fall of the Soviet Bloc in Eastern Europe, the Arab Spring, and so on. Elements of this issue will be confronted specifically as a part of final exam questions addressing the relevant readings associated with the topics listed.

AREA S – SLO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Students will be asked to respond to topics, such as “the Politics of Disobedience” and “Revolutions of Resistance,” which require reflection on and analysis of the complexity of American culture, as well as American political undertakings that have led to social re-structuring in the U.S. such as military incursions in other countries which generate disruptive and unequal outcomes in U.S. society. Such issues will provide the topics for class speeches, specifically, but will also be addressed in essays and on exams.

AREA S – SLO 3: Describe social actions that have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). Throughout the two-semester sequence, the aim is consistently to offer paths to understanding communities that comprise American culture, and their improving access to opportunity. Examples include the role of education in society as addressed in the writings of W. E. B. Du Bois and Booker T. Washington, and later the civil rights movement as understood by many communities. The pursuit of wealth, or of cultural capital as discussed in the varying views of capitalism and its alternatives, specifically by F. Von Hayek and J. M. Keynes, is a means of reflecting on the opportunities within a democratic framework with multiple interpretations of freedom. To assess students’ understanding of these value-approaches to social construction, the Reasoning in the Social Sciences essay will require analysis of the valuations explored for the assignment, and comparisons of the value-criteria used.

Area S SLO 4:

Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. Throughout the course, students are required to recognize the differences among social, political and economic interactions. Examination questions acknowledging traits and aspirations shared across time and cultural contexts for human improvement will be assessed. Because cultural, racial and ethnic groups within the U.S. have come together from outside of the U.S., the influences of global awareness and concerns

about social justice are brought together from many sources. In the second semester (Hum 177B), students will be asked to pursue the study of such interactions in a research essay dealing with various groups in American society.

Expectations for the educated person are realized in Area V specifically as the recognition and acknowledgement of interrelationships of all aspects of human endeavor. How political decisions yield artistic manifestations, how science may be politicized by social expectations, and how art can provoke revolution all instantiate the connections of knowledge by relating insights from multiple fields of study and activity. The global perspective is about original insights into the complexities of the human condition. In their readings and other artistic explorations, students recognize the influences of all on all across human cultures.

AREA V – CULTURE, CIVILIZATION AND GLOBAL UNDERSTANDING

Area V – SLO 1: compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. This SLO can be most readily assessed through exam questions focusing on cultural, political, and technological developments in the 19th and 20th centuries, beginning with differences between German, French, and British values, before moving to differences between industrialized and developing nations. Possible topics might include: free will and determinism, which finds expression in such diverse subjects as Romanticism and Realism, Darwin, Nietzsche, Marxism and historicism, modernism, and postmodernism.

SLO 2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. The final third of 177A follows the trajectory of civil, political, and human rights from the demise of colonialism to more contemporary expressions and events, including the war in Southeast Asia, the dismantling of the Soviet Union, protests in Tiananmen Square, uprisings of the Arab Spring, and (possibly) unrest in the Ukraine. Having read and discussed theorists of the efficacy of non-violence and violence, including Gandhi and Frantz Fanon, students will be asked to write a research essay at the beginning of the second semester (in 177B) that will consider the implementation, cultural support, and political success of one of those two basic approaches abroad, how such foreign struggles may have influenced domestic American movements, and how this has come to be expressed in literature and the arts.

SLO 3: explain how a culture outside the U.S. has changed in response to internal and external pressures. This SLO will be assessed on the Art and Culture essay assignment, which will deal with the two novels read near the end of the semester, Buchi Emecheta's *Joys of Motherhood* (set in Nigeria) and Neil Gaiman's *Neverwhere* (set in the UK). Students will be asked to research and analyze the changes in Nigerian society, and especially the role of women, in the movement from colonialism to independence, as well as examining the allegorical descriptions of individual lives among the unacknowledged and unrecognized members of urban communities addressing homelessness, societal status, human exploitation and the problems and challenges of contemporary social developments.

HUM 177A/B Integrated Learning Objectives (CLO)

Interwoven throughout the HUM 177A/B course sequence are opportunities for integrated learning. Integrated learning fosters the capacity to make connections in non-traditional and creative ways. Experiences that bring together real-world problems with multiple modes of knowledge and investigation, and that generate a variety of solutions because of the involvement of multiple perspectives exemplify integrated learning. Because the SJSU Studies areas R, S and V were intended to provide breadth in General Education, HUM 177A/B maximizes the opportunity to find connections and synthesize what is learned into understanding beyond the

classroom, and beyond one's college years. **By developing habits of connecting theory and practice, mastery and application, and observation and recognition, students will be able to demonstrate their abilities to:**

1. Understand the connections from academic learning to experiences outside the classroom,
2. Connect content or methodologies from two or more fields of study by relevantly relating examples, facts, theories or values,
3. Adapt, test, and apply skills, abilities, theories or methodologies gained in one context to solve problems, derive insights and explore issues with originality and inclusivity in other contexts, and
4. Communicate their integrated understanding in multiple ways with innovative connections to various life circumstances and different domains of knowledge.

Because students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department, the HUM 177A/B course sequence in effect accomplishes the same end by means of the many levels of connection and integration it offers. Completion of, or co-registration in, a 100W course also is required during the time of the 177A/B course sequence. A grade of "C" in 177A and in 177B is required to receive credit for SJSU Studies areas R, S, and V.

Required Texts/Readings

Besides the required texts, listed below, many of the readings for this course will come in the form of PDF files for each lecture (available on your Canvas learning management system course website at <http://sjsu.instructure.com>) and online materials (the links for which are given on the course schedule for each lecture). You will be asked to have such reading assignments available to you for class discussion during seminar sessions. Please make sure you do so either by printing the relevant material for the day, or having your electronic copy available in class. Class participation will be negatively affected when students do not bring assigned readings to class.

Textbooks

Bernays, Edward. *Propaganda*. Ig Publishing, 978-0970312594 (Also available as a free PDF:

http://www.voltairenet.org/IMG/pdf/Bernays_Propaganda_in_english.pdf)

Emecheta, Buchi. *The Joys of Motherhood*. George Braziller, 978-0807616239

Freud, Sigmund. *Civilization and Its Discontents*. Norton, 978-0393304510

Gaiman, Neil. *Neverwhere*. 978-0-06-237105-8

Kleiner, Fred S. *Gardner's Art through the Ages*, Backpack Edition, **Volume E**. ISBN: 978-0840030580.

Sandel, Michael. *Justice: What's the Right Thing to Do?*, Farrar, Strauss and Giroux, 978-0-374-18065-2

Sartre, Jean-Paul. *Existentialism is a Humanism*. Yale, 978-0300115468 (Also available as a free PDF:

<https://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm>)

Library Liaison

The Humanities Librarian is [Peggy Cabrera](#). Please feel free to contact her and make an appointment for advice and assistance as you research your essay. Her email address is peggy.cabrera@sjsu.edu. She is also available by appointment in the King Library, at 408-808-2034. Additional information about humanities research is available at: <http://libguides.sjsu.edu/humanities>

Course Requirements, Grading Policy, Examinations and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

This course requires a significant amount of reading. Students are asked to read each scheduled assignment prior to coming to class. This means that the readings listed by date on the reading assignment schedule are to be read before the day those readings are listed. This also means that students are to strive to understand the readings as well, not merely go through the motions of poring over pages. Since the readings are often challenging, they should also be a source of questions to keep in mind while listening to lecture, and to ask about during seminar. Expect to spend approximately six to ten hours per week in doing only the readings for this course. It is not possible to work effectively in this course if one were to rely on the lectures and class discussions alone. A variety of writing assignments will be assigned for this course, and they will differ among instructors, but all instructors will assign topics that meet the writing requirements for the various core areas. **Please see the chart in this section** for additional information about the specific kinds of written assignments you will be asked to accomplish. Students will also be asked to complete a lecture mid-term examination, and final examinations for both the lecture component of the class as well as the seminar component. In SJSU Studies Honors, one speech during the first semester will be required. The speech during the seminar will be a **persuasive speech**, four to five minutes in length, related to topics of the semester, and requiring research. A complete full sentence outline of at least two pages is required, as well as a bibliography of sources. In preparation for their speeches, students will be provided with evaluation guidelines to help prepare and assess work. The speech requirements will be described in seminar discussions.

Written Assignments

Your written assignments for this course are listed in the table below. Some are indicated as “required,” that is, they must be completed and turned in to your instructor in order for it to be possible for you pass the course (although completing them is, of course, no guarantee of passing). Other assignments are indicated as both “required and rewritable” and are both required and may be re-written so you may have the opportunity to improve your work. If you do rewrite a graded assignment, the final grade for that assignment will be the average of the two marks received. You will be required to present a speech, and you must turn in an outline for your speech on the day of your presentation. In addition, the “ant network experiment” will require both a journal and a report to be submitted at the end.

Please note that the instructor may change any of the following information for the benefit of the class, should the need arise. Any change will be announced in class, and via MySJSU, if necessary.

Table 1 Assignments for HUM 177A

| Assignments | Due Date | Value |
|---|-----------------|--------------|
| Presentation/speech (outline about 500 words) required (Area R SLO3, Area S SLO2, Area V SLO1&3) | day of | 10% |
| Mid-term examination (in seminar) required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3) | 11 October | 10% |
| Final Exam (Lecture) required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3) | 20 December | 10% |
| Final Exam (Seminar) required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3) | 19 December | 10% |
| Reasoning in the Social Sciences Essay (1000 words) required and rewritable (Area R SLO3, Area S SLO1&3, Area V SLO 2&3) | 27 September | 10% |
| Experiencing Arts, Literature and Culture Essay (1000 words) required (Area S SLO 2, Area V SLO 1&3) | 1 December | 10% |
| Elements of a scientific research report: hypothesis formulation, materials and methods data analysis, charts and graphs (Area R, SLO 1, 3) | 18 October | 10% |
| Experiment assignment (1000 words) required (Area R SLO1&3) | 27 October | 15% |
| Class participation (Area R SLO1, 2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3) | | 15% |

Please note, this course must be passed with a C or better as a CSU graduation requirement to complete each SJSU Studies Honors semester successfully. If a course grade of less than C is earned, the student must repeat the course. Note that University policy F69-24 states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

All coursework will be evaluated in terms of letter grades A+ through F, with the values of the letter grades as follows:

Table 2 Grade Values

| | | |
|----------|---------|----------|
| A+ = 4.3 | A = 4.0 | A- = 3.7 |
| B+ = 3.3 | B = 3.0 | B- = 2.7 |
| C+ = 2.3 | C = 2.0 | C- = 1.7 |
| D+ = 1.3 | D = 1.0 | D- = 0.7 |
| F+ = 0.3 | F = 0 | |

For this upper division GE courses (R, S, V) Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

Each person is of intrinsic worth and is thus worthy of respect in all interactions; please keep this awareness at the forefront of your considerations as you enter and exit your lecture and seminar classrooms, and as you comport yourself in those classes (and in all of your other classes as well). Treat guests with respect and courtesy. Respectful behavior includes silence when others are speaking, entering the room quietly and inconspicuously, leaving the room during session only as a matter of greatest urgency, being attentive to the class in progress, raising your hand if you wish to be acknowledged, and refraining from all other interactions (personal and electronic) while class is going on. This specifically includes refraining from cell phone use in any way during class, and engaging in the use of your computer only for note-taking and referencing electronic readings assignments. Please note that University policy recognizes any unauthorized use of a cell phone or other technological device during an examination as grounds for failing the examination.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the syllabus include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

HUM 177A Advanced Honors in Integrated Science, Social Science, and the Humanities, Fall Semester 2016 Course Schedule

Electronic Devices Policy – Required – Please read

To help foster the best possible learning environment for yourself and those around you, please avoid doing anything in class that might distract the attention of others. Mobile technology can be especially disruptive. During lectures, portable electronic devices may be used only for class-related purposes such as taking notes; otherwise, they must be turned off. During seminars, portable electronic devices may only be used in accordance with your seminar instructor's guidelines. During examinations, portable electronic devices may never be used (except under supervision at the Disability Resource Center).

<http://www.sjsu.edu/senate/docs/S07-2.pdf><http://www.sjsu.edu/senate/docs/S07-2.pdf>

Seminar Sections

| Professor | Location |
|----------------------|--------------------------------------|
| Cynthia Rostankowski | Hugh Gillis Hall (HGH) 124 |
| Lisa Stenmark | Boccardo Business Building (BBC) 203 |

The following schedule is subject to modification. If you miss class, please check for changes to the syllabus on your seminar section's web page.

Course Schedule HUM 177A

| Class | Date | Topics, Readings, Assignments, Deadlines |
|----------|--------------------------|---|
| 1. CR | 25 August Thursday | <p>Introduction to Advanced Honors; introduction of faculty The Course begins - REDISCOVERING THE HUMAN PAST Who are we, and how do we make sense of our world? What do we endorse within our community, other communities? What is shared? What is the difference between revealed and scientific truth? What is the difference between truth and information?</p> <p>Reader: Epic of Gilgamesh, Tablet 11 http://www.ancienttexts.org/library/mesopotamian/gilgamesh/tab11.htm</p> |
| 2. LS | 30 August Tuesday | <p>EVOLUTION The evolution of Evolution: a perspective on the development of theories of the origin of species, and the transformations of Social Darwinism - good science, bad science, and pseudo-science.</p> <p>Reader: Darwin, <i>On the Origin of Species</i>, Chapter II "Variation Under Nature," Chapter III "Struggle for Existence," Chapter IV "Natural Selection," Chapter XIV "Recapitulation and Conclusion."</p> |

| Class | Date | Topics, Readings, Assignments, Deadlines |
|----------|-----------------------------|--|
| 3. CR | 1 September Thursday | <p>ROMANTICISM TO REALISM IN LITERATURE AND ART Changing attitudes in Europe and America about the natural world, from the Neo-Classical orderly creation of a divine maker, to the wild and emotionally inspiring excesses of Romanticism, to the violently competitive worlds of Realism and Naturalism in which only the fit survive.</p> <p><u>Reader:</u> Wordsworth, "Tintern Abbey"; Hawthorne, "The Birthmark"; Tennyson, "In Memoriam A.H.H."; Whitman, "Passage to India"; Dickinson, "I Like to See It Lap the Miles"; Norris, <i>The Octopus</i> (selection). Sandel, <i>Justice</i>, pages 3-57</p> |
| 4. LS | 6 September Tuesday | <p>THE REVALUATION OF MORALITY "God is dead," and the critique of morality. Readings: Nietzsche, "On Truth and Lies in an Extra-moral Sense," and "Critique of Morality" from <i>Genealogy of Morals</i> (Prologue, and Book One, Sections 10, 14, 16). http://oregonstate.edu/instruct/phl201/modules/Philosophers/Nietzsche/Truth_and_Lie_in_an_Extra-Moral_Sense.htm http://www.inp.uw.edu.pl/mdsie/Political_Thought/Nie-GenologyofMorals.pdf</p> <p>Sandel, <i>Justice</i>, pages 58-74</p> |
| 5. CR | 8 September Thursday | <p>ART AND MUSIC How to understand artworks one has never encountered before: New Ideas of Creativity – Music doesn't have to be pleasing, art doesn't have to be beautiful. Music: Classical music in the modern era: atonality, radical harmony, and the birth of electronic music Art: Van Gogh, Japanese prints, African masks, Australian Aboriginal art, Indonesian Gamelan music</p> <p>Readings: Kleiner, <i>Gardner's Art through the Ages</i>, 15th edition, chapters 27 and 28 Freud, <i>Civilization and its Discontents</i>, pages 23-76</p> |
| 6. LS | 13 September Tuesday | <p>SOURCES OF THE UNHAPPY SELF The 'scientific' discovery of modern notions of selfhood – the impact of the first world war on ideas of 'progress' – the unconscious – reason and irrationality – why we all speak 'Freud' now. Reading: Freud, <i>Civilization and its Discontents</i>, pages. 77-149</p> |
| 7. CR | 15 September Thursday | <p>TECHNOLOGY AND THE MODERN UNIVERSITY Herbert Spencer, W.E.B. Du Bois, and Booker T. Washington and the Huxley-Arnold Debate – STEM studies vs. the Classics, and the emergence of the modern university curriculum.</p> <p>Reader: Huxley, "Science and Culture"; Arnold, "Literature and Science"; DuBois, <i>Souls of Black Folks</i> (selections); Washington, "Atlanta Exposition Speech"; Snow, "The Two Cultures"; Collini, "Leavis v Snow: The Two Cultures Bust-up 50 Years On."</p> |

| Class | Date | Topics, Readings, Assignments, Deadlines |
|-----------|-----------------------------|--|
| 8. JS | 20 September Tuesday | <p>THE VIENNA CIRCLE Science as a path to verifiable knowledge, and as a model for human interaction in an increasingly divided world. Karl Popper: the role of falsifiability in the scientific method, the line between science and pseudoscience</p> <p>Reader: Feigl, "Logical Empiricism"; Popper, "Science: Conjectures and Refutations" and "The Problem of Induction" Sandel, <i>Justice</i>, pages 103-139</p> |
| 9. CR | 22 September Thursday | <p>TECHNOLOGY AND CONSUMER CULTURE How citizens became consumers and loved it.</p> <p>Reading: Bernays, <i>Propaganda</i> http://www.voltairenet.org/IMG/pdf/Bernays_Propaganda_in_english_.pdf</p> |
| 10. BS | 27 September Tuesday | <p>THE LIGHT BULB GOES ON Electricity, quantum theory and the startling changes they caused.</p> <p>Reader: "Is the Moon There When Nobody Looks? Reality and Quantum Theory"</p> |
| 11. CR | 29 September Thursday | <p>MODERNISM IN ART AND LITERATURE Modernism as rejection of pre-WWI world, Victorian values. De-humanization: Art influenced by new science and technology – the world no longer viewed on a human scale. Modernism can be seen as as messenger of Quantum theory, etc. and in that role, rejected as decadent – good science, bad science, and pseudo-science - revisited.</p> <p>Reader: Joyce, "Araby"; Kafka, "Metamorphosis"; Mann, "Death in Venice"; Colette, "Gribiche"; poems by Amy Lowell, T.S. Eliot, E. E. Cummings. Kleiner, F. <i>Gardner's Art through the Ages</i>, 15th edition, chapters 29 and 30.</p> |
| 12. LS | 4 October Tuesday | <p>STUDENT EXPERIMENT</p> <p>Climate – Understanding a changing planet</p> <p>Investigating current research and understanding evidence as it relates to climate change theory.</p> |
| 13. SB | 6 October Thursday | <p>POLYMERS I: BETTER LIVING THROUGH CHEMISTRY. From Bakelite to plastic trash, how plastics have synthesized our world, for better and for worse.</p> <p>Reader: 100+ Years Plastics, Bakelite</p> |

| Class | Date | Topics, Readings, Assignments, Deadlines |
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| 14. LS | 11 October Tuesday | <p>JAZZ, AND MUSIC AFTER WWII Jazz: American classical music, or the ultimate world music? Ragtime and Other Origins, From New Orleans to Kansas City, Soundtrack for the Harlem Renaissance, Race in the Big Band Era, Bebop and Free, Birth of the Cool, Latin Impact from <i>Orfeu Negro</i> to <i>Buena Vista Social Club</i>, European Recognition and American Reaction, Back to Africa – and Back.</p> <p>Reader: “What Is This Thing Called Jazz?” “Swing to Bop”</p> <p>Seminar: MIDTERM EXAMINATION</p> |
| 15. CR | 13 October Thursday | <p>TWENTIETH CENTURY ECONOMICS - KEYNES VS HAYEK How should a democracy function economically?</p> <p>Reader: Hayek, Road to Serfdom; Constitution of Liberty (selection); Keynes, <i>Essays in Persuasion: The General Theory of Employment, Interest and Money</i> (selection)</p> <p>Seminar Documentary: Robert Reich’s <i>Inequality for All</i></p> |
| 16. LS | 18 October Tuesday | <p>WAR, BUREAUCRACY, AND THE TECHNOLOGY OF KILLING. Reader: Edwin Black, “IBM organizes the Holocaust;” Hannah Arendt, “Organized Guilt”</p> <p>Sandel, <i>Justice</i>, pages 75-102 Buchi Emecheta, <i>The Joys of Motherhood</i>, pages 7-71.</p> |
| 17. CR | 20 October Thursday | <p>GENDER IN TRADITIONAL, COLONIAL, AND POSTCOLONIAL SOCIETIES. Women in traditional African society, during colonialism, and in the “new Africa” since independence. Religion, education, economic status and gender roles. Female genital mutilation, polygamy, kidnapping of women and girls, human trafficking, and other issues.</p> <p>Readings: Sandel, <i>Justice</i>, pages 140-183 Emecheta, <i>The Joys of Motherhood</i>, pages 72-169.</p> |
| 18. DM | 25 October Tuesday (lecture & seminar) | <p>THE JOYS OF MOTHERHOOD. Postcolonial literature, the early period of independence, and neo-colonialism; Emecheta’s views of traditional Nigerian society and the role of women; the novel as political allegory.</p> <p>Reading: Emecheta, <i>The Joys of Motherhood</i>, pages 170 to end.</p> |
| 19. JL | 27 October Thursday | <p>SCIENTIFIC ACHIEVEMENTS AND SHIFTING PARADIGMS How important is community to science? Are scientists susceptible to group dynamics? How and why do scientists change their minds about facts? Can scientists suffer from delusions, biases, and false assumptions? Should science be more democratic, or less?</p> <p>Reader: Thomas Kuhn, <i>The Structure of Scientific Revolutions</i>, Chapters II through IV, and Chapter X; Will Storr, <i>The Unpersuadables</i> (selections) Gaiman, <i>Neverwhere</i>, pages 1-149</p> |

| Class | Date | Topics, Readings, Assignments, Deadlines |
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| 20. CR | 1 November Tuesday | <p>NEVERWHERE: CONTEMPORARY SOCIAL ISSUES AS POP CULTURE Neil Gaiman’s use of economic disparities, core and peripheral societies, social justice and lawlessness, politics and corporate power, and what counts as science to create a post-modern fantasy novel.</p> <p>Gaiman, <i>Neverwhere</i>, pages 269 to end.</p> <p>Sandel, <i>Justice</i>, pages 244-269.</p> |
| 21. LS | 3 November Thursday | <p>CHOICE IS NOT AN ALGORITHM: ‘To be or not to be?’ Why making choices is what makes us human – How freedom survives in dark times – Why existentialism won and lost – Whither the humanist self?</p> <p>Readings: Sartre, <i>Existentialism is a Humanism</i> https://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm</p> |
| 22. CR | 8 November Tuesday | <p>THE POLITICS OF DISOBEDIENCE AND NON-VIOLENCE Other responses to colonialism - non-violent resistance – technology and politics – non-violence today.</p> <p>Readings: Gandhi, <i>Hind Swaraj</i>;</p> |
| 23. SR | 10 November Tuesday | <p>POLYMERS II: DNA. From the discovery of DNA to the mapping of the human genome and future applications in medicine and other fields.</p> <p>Reader: <i>Double Helix</i> (selections); <i>Rosalind Franklin, The Dark Lady of DNA</i> (selections)</p> |
| 24. LS | 15 November Thursday | <p>REVOLUTIONS OF RESISTANCE Civil Rights Movements in the US, from Harlem Renaissance through March on Washington to present day issues. Negritude and other international dimensions of civil rights struggle in US; additional civil rights movements and crises such as American Indian Movement, and Stonewall.</p> <p>Readings: King, “Letter from Birmingham Jail,” and “I Have a Dream”; <i>Autobiography of Malcolm X</i>, “Mecca”; Ellison, <i>Invisible Man</i>, Prologue and Chapter 1; Léopold Sédar Senghor, “Black Woman” and “To New York”; Aimé Césaire, “Mississippi”; Duberman, “The Night They Raided Stonewall.” Sandel, <i>Justice</i>, pages 209-243</p> <p>Seminar Documentary: <i>Stonewall Uprising</i> from PBS, <i>The American Experience</i></p> |

| Class | Date | Topics, Readings, Assignments, Deadlines |
|----------------|----------------------------|---|
| 25. LS | 17 November Thursday | <p>HUMAN STRIVING, HUMAN RIGHTS: The Holocaust and other 20th century genocides. Harm done to humans in the name of scientific research (Nazi medical experiments, Tuskegee Syphilis Experiment, U.S. government syphilis research in Guatemala) statements of human rights and the rights of human subjects of scientific research (Nuremberg Code, Belmont Report). What do we value as humans? What keeps us from seeing each other as fully human?</p> <p>Reader: Levi, Annas and Michael A. Grodin (eds.), T. Taylor, "Opening Statement of the Prosecution, December 9, 1946," "Judgment and Aftermath" J. Jones, Chapter 1, "A Moral Astigmatism," Chapter 12 "Nothing Learned will Prevent, Find, or Cure a Single Case;" The Belmont Report.</p> |
| 26. LS | 22 November Tuesday | <p>WATERWORLD: THE OCEANS' HEALTH, AND OURS. Ocean currents, sea life, and shore lines; threats from pollution, gyres of plastic waste, the Fukushima meltdown and other disasters. Global warming, melting of ice caps, warmer water and its effects on sea life, rising sea levels.</p> <p>Reader: Hulme, <i>Why We Disagree about Climate Change</i> (selections)</p> |
| | 24 November Thursday | <p>THANKSGIVING: No class – Enjoy!</p> |
| 27. LS | 29 November Tuesday | <p>THE END OF INNOCENCE AFTER '68 Political disillusionment – Vietnam and its aftermath – Watergate – Lying in Politics – Dirty Hands.</p> <p>Reader: Walzer, <i>Political Action and the Problem of Dirty Hands</i>, Bok, <i>S. Lying</i> (selections).</p> |
| 28. LS & CR | 1 December Thursday | <p>Viewing the THE BATTLE OF ALGIERS, film director: Gillo Pontecorvo, 1966</p> <p>Lecture and Seminar</p> |
| 29. CR | 6 December Tuesday | <p>FREEDOM AND INDEPENDENCE: FROM ALGERIA TO THE ARAB SPRING. From anti-colonialism to the present; Fanon and the necessity of violence; models of anti-colonial struggles in Africa, including Algeria, Kenya, Nigeria, South Africa; post-independence examples and the failures of violence. Tanzania and Ujamaa, Tiananmen Square, Rwanda and Syria. Global justice: How do we change the world?</p> <p>Reader: Fanon, "Concerning Violence" and "Conclusion"; Julius Kambarage Nyerere, "Ujamaa," speech; Vaclav Havel, "A Call for Sacrifice: The Co-Responsibility of the West;" Dingxin Zhao, <i>The Power of Tiananmen: State-Society Relations and the 1989 Beijing Student Movement</i> (selections)</p> |

| Class | Date | Topics, Readings, Assignments, Deadlines |
|----------------|---------------------------|--|
| 30. CR & LS | 8 December Thursday | Reviewing the semester, connecting the dots. |
| Final Exam | 20 December | Tuesday December 20, 2:45-5:00 p.m., in Lecture Room, |
| Final Exam | 19 December | Monday, December 19, 2:45-5:00 p.m., in Seminar Room. <u>Be sure to bring green 8 ½ X 11" exam books!</u> |