

Hon 274: The Human Event II*

(Representative syllabus, assignments will vary)

Dr. Stephanie deLusé

Phone: 480-965-1136

Email: [Stephanie.deLus\[at\]asu.edu](mailto:Stephanie.deLus[at]asu.edu)

(Please use helpful subject lines. For instance, include your class time, email topic, etc.)

Office: Sage South 148

Course Overview and Objectives:

Honors 274 is the second semester of “The Human Event” year-long interdisciplinary seminar. The emphasis is on the development of modern social thought as highlighted by readings from the social sciences as well as from the humanities and natural sciences. This course picks up at around the 1600s. You’ll build cultural and historical awareness as we sample some primary works of import.

An effective, informed person/citizen knows from whence their thoughts and ways of knowing, being, and doing came. Knowing such helps us make better decisions about what we want to do and how we want to live in the present and future. Thus, this course will ask you to “dig in” to the material and your own self, to think critically about the material and about one’s own life and leanings. It also involves expressing those thoughts clearly and effectively. To be successful at this endeavor, you must read, listen, think, express, and write with care and persuasiveness. So plan to build your skills in those areas.

To put those objectives in more direct terms, the course will

- broaden cultural background and historical awareness while cultivating multi-disciplinary and multi-cultural perspectives.
- improve skill in the critical reading, thinking, and analysis of written material.
- improve ability to express ideas orally and in writing, especially in regard to persuasive arguments
- encourage student to think broadly and seriously about the nature of human existence and to formulate their views on related issues of ethics, philosophy, religion, politics, etc
- instill academic discipline in preparation for advanced courses

Required Texts (take care to get the proper editions):

- Course Reader available from Alternative Copy Shop. Possibly additional online readings.
- *Classic Slave Narratives* edited by Henry Louis Gates ISBN: 9780451528247
- *Civilization and its Discontents* by Sigmund Freud (Norton) ISBN: 9780393304510
- *Man’s Search for Meaning* by Viktor Frankl (Beacon, 2006) ISBN: 9780807014295
- *Black Like Me* by John Howard Griffin (Signet, 2010 50th anniversary edition) 9780451192035
- *Things Fall Apart* by Chinua Achebe (Anchor Books) ISBN: 9780385474542
- *The Presentation of Self in Everyday Life* by Erving Goffman (Anchor, 1959)

ISBN: 9780385094023

- *Affluenza: The All-Consuming Epidemic* by deGraaf, Wann, & Naylor (2nd edition, 2005)
ISBN: 9781576753576
- *Sex, Murder, and the Meaning of Life* by Douglas Kenrick (Basic Books/Perseus, 2011)
ISBN: 9780465020447
- *Start Something that Matters* by Blake Mycoskie (Spiegel&Grau/Random House, 2011)
ISBN: 9781400069187
- Handbook Enhanced, by Wadsworth/Cengage company, ISBN: 9780495898924 – it is good for two semesters—so if you bought this in the fall semester, do NOT buy it again as I'll just give you a new code to add this class. If you did not have me in the fall, you will need to get this to get the primary code and I'll give you the code that goes with it in class.
- A Reading Journal/Notebook -- Procure an approximately 8.5 inch x 11 inch notebook for the sole use of this class. I will collect them at un-announced times and/or check them in class or at office appointments so be SURE you bring it to every class and don't keep notes in for other classes as you may be without it for awhile when I collect it. You will take notes on/think through each reading as you read it before class and also use this notebook for in-class prompts/notes.

You must ALWAYS bring the readings and your Reading Journal to class. They should show evidence of use and be available to you to refer to in order to provide pro or con evidence/support to yours or others assertions in class.

Note: The class contains material that is of an “adult” nature. None of it is there for shock-factor or to be gratuitous. Handling such matters maturely is just a part of being an educated person as these topics come up in life. So while some of the topics may be "sensitive" to some and may, in passing moments, make us feel uncomfortable in any number of ways, I prefer we stay in the place of inquiry and learning. This is a safe place and I request/expect everybody to assume the best of the material, of me, and of each other...so, even if something comes "odd" or uncomfortable at first, hang in there with it and see where it leads.

* The syllabus, reading, and assignment information may be added, deleted, or changed at the discretion of the professor. Changes are unlikely and/or infrequent, but you are responsible to know about changes (so please keep up with announcements). Also, the course may be occasionally observed or otherwise recorded or documented. It's all good, so don't let that catch you off guard.

Reading (in preparation for participation):

“Outside of a dog, a book is man’s best friend. Inside of a dog, it’s too dark to read.” ~ Groucho Marx

The class requires active reading of the material. Some call it a “close reading” and you might also simply call it “studying” the text. Some of the material will be easy for you, other material may seem “thick” to you at first. You may have to reduce distractions and/or read passages more than once. You will always want to make margin notes and underline key ideas (do not just “go to town” with a highlighter...rather *think* about what you are reading, make connections, etc.). Note in the margin what piqued your interest, surprised you, or caused you to ask a larger or smaller question.

**** Plan on spending at least 3 hours MINIMUM outside class on reading/studying for each hour in class.** So set aside that amount of time per class period. There likely will be more time spent in the weeks where you are also working on an essay. ***

Challenge yourself to demonstrate intellectual perseverance and stick with it. This is aided mightily by your starting the readings early (rather than procrastinating, as feeling rushed rarely enhances careful reading).

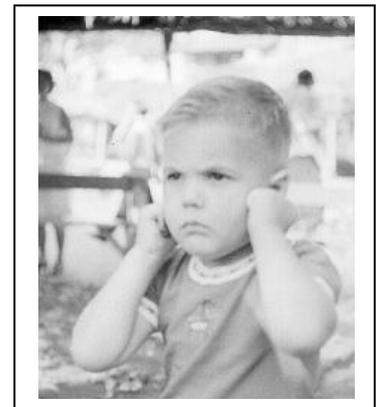
Do you have to memorize what you read? No, that's not necessary (and would be highly unlikely!) but you do need to apply yourself and stick with it so you "get" the main points as well as nuances. You can do it, I'm confident. And, to be clear, you should know the author, general context of the piece in time and intellectual space, etc.

Class Participation (talk, listen, help & otherwise cooperatively play nice):

When you come to class expect to participate every time and more than once each time. This class isn't a "lecture" class. It is a seminar class—so, yes, you'll need to participate each day in meaningful, on-target ways.

This is a time for informed discussion, not just spouting off random opinions in a dogmatic way. A "spirited" manner is welcome, of course, but note that participation is about more than offering opinions. That may factor in—and we do well to learn how to offer our opinions in constructive ways—evidence-based comments from the readings or life experience are more the order of the day.

At times, you will need to challenge yourself to demonstrate intellectual courage to speak up and intellectual humility and empathy to keep both an open-mind to others as you listen in an active, thoughtful, respectful manner. This → cannot be your approach to talking, listening, or handling persuasive counter-arguments. :-)



More on participation: (did I mention it's worth, overall, 40% of your grade? That's 30% + 10% Reading Journal and additional in-class written work)

Be prepared for anything in terms of responding to questions I pose (about the reading, connecting back to other material, for summaries, etc.) or those that your peers pose. Plan to support your ideas (or those of your peers) with evidence (from the text, life, logic) and plan to pose and address counter-arguments. Just because the word "argument" is there does not mean we will be argumentative. This should be fun, open, and sometimes challenging, but not threatening.

P. S. If/when I do give you discussion questions in advance to aid your reading, do not make the mistake of limiting yourself to thinking "Well I answered those so I'm done." When you get such questions in advance, they are to *start* your thinking, not limit or stop it.

PARTICIPATION INCLUDES the reading, listening and talking above but relies heavily on your also doing well on any in-class activities, discussion boards, pop quizzes, etc. assigned and your **READING JOURNAL**. You cannot participate well without reading with care and keeping track of what you are thinking as you go along. The Reading Journal (which you'll complete before each class) and in-class writing activities/quizzes, etc. will be worth 10% of your grade but, trust me, it heavily impacts the 30% participation grade as that 10% as is crucial to your being prepared to participate verbally.

More on participation the first day of class! And there'll be something on BlackBoard about participation that you can consider as part of the syllabus when you read it.

Writing (Write, let it settle, re-write, edit, proofread. Life is about revision.)

"It is useless to attempt to reason a man out of a thing he was never reasoned into."
~ Jonathan Swift

Academic Essays (60% of course grade)

Three out-of-class academic essays will be due. I'll give you more details later but each essay will be approximately 1500 -1600 words. These are not to be opinion pieces or flights of fancy. They are to demonstrate that you can analyze material, synthesize ideas, and develop a clear thesis statement that you then support with evidence in a logical, coherent way. "Support" means selecting well-chosen, on-target, brief quotes to weave into your writing. This is another reason why you'd be wise to take good notes when you read—it'll help you do better work on (and make a quicker job of) your papers.

I'll post handouts in the class BlackBoard site to help with this and you'll want to plan on leaving time to visit the Barrett Writing Center. Go to the Honors website under "current students" to find out more about this great resource. Make use of what is available to you to put your "best foot forward."

Reading Journal/Exercises/Reading Responses/Discussion Questions (10% of course grade)

You will also write in response to readings to help you build skills, engage the material, and be ready for class. These may take several forms from in-class writing, to take-home assignments, to posting to BlackBoard or Enhanced Insite (class websites) the day before class, to your coming prepared with written discussion questions. (By the way, a "discussion question" is thoughtful and well-developed. It is not asking what year it was or for a simple definition.) You'll have to go with the flow on this. No late work or make-ups for this sort of assignment.

Note: It can take a time or two for you to "get into it" but soon you will see your Reading Journal as your friend! I'll give you more on what to include in it but consider it your "Ticket In" to class each time and you will write in it in class (or pull pages out to give to me) as your "Ticket Out." Again, I will spot check these in class and/or collect them at random from one, some, or all of you and/or check them in office visits.

More on writing and specific paper length, guidelines, etc. in class. And there'll be informational documents provided you on BlackBoard about how to write and submit papers in this class...you can consider those documents as part of the syllabus when you read them.

Grading

Paper 1 =		20%
Paper 2 =		20%
Paper 3=		20%
Participation =		30% (Practice thoughtful, regular participation)
Reading Journal	=	10% (incl. journaling in advance and in-class writing, activities, & quizzes or outside class discussion boards, etc.)
<hr/>		
Total	=	100%

Grade Appeals

Additional feedback is one thing, arguing a grade is another. In both cases I expect you to use your “thinking cap” first)... To request reconsideration of a grade you must take the following steps.

- Review the assignment and its instructions with care. Re-read your work with an objective eye.
- Compare your work with the grading criteria, my feedback, tips, etc.
- Wait at least 24 hours after the grade and feedback is posted (to allow any surprise, shock, or anger you may feel to cool and allow time for you to do a proper review as described here)
- Submit an appeal in writing after 24 hours but within one week from the time the grades are posted. After that, the opportunity for appealing a particular assignment grade is lost. Also, when I say “in writing” I mean formal writing, not via email or other quickie form of communication. Write it formally/professionally (not in casual email-speak) 5. Pinpoint your perceived discrepancy between the instructions, the product (your essay) and the grade awarded
- Provide a cogent, well-written argument explaining how your work met the instructions and criteria
- Indicate the grade you feel you **earned**--not the one you want. Remember, this is at University level and Barrett Honors College standards, not your standards or those of your high school or of friends, parents, or other of your cheerleaders and fans. And, sadly, I cannot grade on effort. Effort is part of what college means; quality, clarity, evidence-based, etc. dictates the grade.

NOTE: An appeal does not necessarily equate to getting an improved score. However, if all directions are followed, I will carefully and open-mindedly review your appeal. Use your time wisely, don't quibble over a little thing...focus on what you learned to improve your NEXT paper. Refresh yourself on the grading scheme of the class and put your energy into activities that matter with a forward thinking attitude. Chances are that one would be better off channeling the time, effort, and care that one might spend on an appeal into arguing well in the next paper.

Please read “Student Academic Grievance Procedures” on the Barrett website for more.

Policies

Technology / Cell Phones / Computers

To quote flight attendants “Cell phones and other electronic devices now need to be turned off and stowed in the overhead compartment or under the seat in front of you.”

That’s right, there is no texting, phoning, computing or other forms of electronics or multi-tasking permitted during class time. **Turn everything off (not just on vibrate) and put it away before you enter the classroom. If I see it, I’ll make a note and it could affect your participation grade.**

I know you may feel like you are going through withdrawal the first couple of times but you can handle it for the brief time we’ll be together twice a week. Staying on task will not only help you do better, it’ll help me and your classmates who would be distracted by your multi-tasking. If you forget to turn it off, I may answer it for you and/or temporarily take it from you for the duration of that class period. Same goes with any other device or object that is distracting or, worse yet!, dangerous to me or the rest of the class.

Attendance

Coming to class prepared and on-time is crucial. Nothing can substitute for it. This is a discussion-based collaborative class so we need you there “with bells on.”

- Life happens so you get two “free” absences. (We’re grown-ups now so we won’t quibble about whether they are excused or unexcused—you get two, whatever they are.) Any absences beyond those two will seriously lower your participation grade.
- Miss the equivalent of two weeks (4 classes) and you can’t get higher than a “C” in the course (but you can get lower! So still apply yourself.)
- Showing up late more than once or twice will cost in your participation grade. Tardiness will accrue to absences so plan to be on time. And don’t leave early. Leaving early is a form of absence as well so stay until class is dismissed. If you don’t, don’t ask my permission to leave, just go and be sure that a) I will note it, b) that you follow-up with a peer to see if you missed any announcements.
- If you aren’t prepared with your readings in hand (and clearly marked up as read), or you do not have your Reading Journal with you, you’ll get marked with a partial or full absence.
- Actually being in class is important—if you miss a few minutes, you may actually be missing a lot in terms of information or perspective that could be important to you understanding of the material or doing well on a paper. So BE there in mind and body and....each class session is short enough that you should be able to be there the whole time. In other words, aim to take care of “personal needs” (using the restroom, etc.) before or after class. Of course if some urgent need arises you may briefly excuse yourself (you needn’t ask permission).
- Sleeping in class or being engaged in anything other than the discussion is like being absent. If you miss class, please plan to touch base with a classmate to find out if you missed important announcements, reminders, etc.

Due Dates and Late Work

Readings and work for class are due at the beginning of the class period. (So read the assignments listed for that day BEFORE you come to class on the day they are listed.) No late work is accepted for in class exercises, pre-class reading prompts, Reading Journals, discussion boards, etc. Nor is it accepted for the final paper.

The formal essays at specific times. Late work is accepted on Essay 1 and Essay 2 (sorry, no late work on Essay 3), but the paper will be marked down by 1/3 letter grade per DAY (not per class period) it is late. So, if it is due on Monday at noon but comes in between that time and Tuesday at noon means, say, an B paper would come down to an B-...another day late and that B paper would now be a C+ If you have a valid serious reason (not that the dog or printer ate it) that is documentable well AHEAD of the due date/time, I'll try to work with you, otherwise....

Student Code of Conduct

Please see the Student Affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity> for policies to which we adhere. Read them.

In terms of plagiarism:

It's not okay. Most assignments will be submitted through an plagiarism-checking tool. Either way, it is important that you be clear on what you are doing so you don't plagiarize. Whether it is a formal essay or a reading journal entry or whatever, do your own work, your own thinking, and your own writing in your own words. In the instance where you paraphrase or quote, do so with care and cite your references, etc.

Students who plagiarize or cheat will be reported to the appropriate university authorities. The minimum penalty will be a zero grade for the plagiarized work (or any work that contains things that can be considered plagiarism). The minimum penalty is possible but NOT likely. The maximum penalty is expulsion from the University. What is most common is I fail the student for the course. Don't take the chance. Please don't do these things (even on accident).

Here is a fun little quiz to use as a resource to be sure you have this down...

http://library.umf.maine.edu/plagiarism/is_it.html This web site from the University of Maine has some excellent links and allows you to take a short quiz with quick feedback on whether different situations are plagiarism or not.

Email

Do NOT email me your papers...there are places to submit them in the course website and THAT's where they need to go. If there is some tech issue and you feel you must email a paper to prove you got it in on time, just know that sometimes they don't arrive. Assuming it does, you'll still need to submit the paper ASAP via the tool in the course website. Leave time for tech issues and emergencies so you can call the tech people for help and/or try a different computer or whatever.

I don't live on the computer 24/7 so allow for time to pass before you worry about if I got your email. Usually 24-48 hours during the week, maybe longer if you write on a Friday – Sunday, it just depends on what's going on. I do my best to be speedy, though, so you'll usually hear back from me sooner. If, by chance 2 days have passed and you've not heard from me, just re-send the email as it may not have arrived or been screened out by a filter or who knows what. You can also leave a voicemail with the same question or to check to see if an email arrived.

Course Schedule

(Subject to change. Take note of class and BlackBoard announcements.)

Week 1

Thurs. Round-robin reviews/highlights of HON 171; introduction to class, psychological contracts, and seminar participation guidelines

Week 2

Tue. Galileo, *Letter to the Grand Duchess Christina* (CR)

Thurs. Hobbes, from *Leviathan* (1651) (CR)

Week 3

Tues. Locke, *Second Treatise of Government* (1690) (CR)

Thurs. Rousseau, *Discourse on the Origin of Inequality* (1755) (CR)
Rousseau, selections from *The Social Contract* (1762) (CR)

Week 4

Tues. Douglass, *Narrative of the Life of Frederick Douglass in Classic Slave Narratives*

Thurs. Declaration of Independence (1776) (CR)
Declaration of the Rights of Man and of the Citizen (1789) (CR)
de Gouges, Declaration of the Rights of Women and the Female Citizen (1791) (CR)

Kant, brief excerpt from “*Of National Characteristics*” (CR)
Hume, brief excerpt from “*Of National Characters*” (CR)
Diderot, “*Who Are You, Then, To Make Slaves...*” from *Supplement to Bougainville’s Voyage* (1772), (CR)
Darwin, brief excerpt on Slavery from *Voyage of the Beagle* (CR)

Week 5

Tues. Hegel, *Morality and the Ethical Community* (1911) (CR)

Elizabeth Cady Stanton (1868) Seneca Falls Declaration (CR)
and *The Destructive Male* (CR)

Margaret Sanger (1921) *The Morality of Birth Control* (CR)

Parker, *What is Poverty?* (1971) (CR)

Medicine Grizzlybear Lake, *An Indian Father’s Plea* (1995) (CR)

Thurs. Marx, *Alienation of Labor* (1844) (CR)
Sumner, *The Challenge of Facts* (1914) (CR)

Week 6

Monday Solid draft of 1st paper due to Enhanced Insite class website by 11:59 PM (midnight).

Tues. Peer Review – bring a laptop to class to engage in peer review.
Also bring your Reading Journal for me to check it.

Thurs. Weber, from *Spirit of Capitalism and the Iron Cage* (1905) (CR)
Durkheim, *Anomie and the Modern Division of Labor* (1902) (CR)
Durkheim, *Sociology and Social Facts* (1897) (CR)
Durkheim, *Suicide and Modernity* (1897) (CR)

Saturday Paper 1 due to Enhanced Insite class website by 11:59 AM (noon).

Week 7

Tues. Camus, *The Guest* (1957) (CR)
Camus, from *The Myth of Sisyphus* (1942) (CR)

Thurs. Freud, *Civilization and its Discontents* (1961)

Week 8

Tues. Frankl, *Man's Search for Meaning* (1959/1984), Front Matter and Part 1

Thurs. Frankl, *Man's Search for Meaning* (1959/1984)
Pgs. 101-109 (Noo-Neuroses, Noo-Dynamics, Existential Vacuum, and Meaning of Life)
Pgs. 129-132 (The Collective Neurosis, Critique of Pan-Determinism)
Pgs. 137-154 (1984 Post-Script--The Case for Tragic Optimism)

Week 9

Tues. Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (CR)

Thurs. Galton, *Hereditary Genius* (1869) (CR)
Davenport, *Heredity in Relation to Eugenics* (1911) (CR)
Grant, *The Passing of the Great Race* (1916) (CR)
Laughlin, *Eugenical Sterilization in America* (1926) (CR)
Buck v. Bell overview and Supreme Court ruling of BUCK v. BELL, Superintendent of
State Colony Epileptics and Feeble Minded (1927) (CR)
King, I Have a Dream, (1963) (CR)
Torgeson, *N.C. eugenics survivors seek justice* (2010) (CR)

Week 10

Tues. Griffin, *Black Like Me* (1962)

Thurs. Achebe, *Things Fall Apart* (1959)

Week 11

Monday Solid draft of 2nd paper due to Enhanced Insite class website by 11:59 PM (midnight).

Tues. Peer Review – bring a laptop to class to engage in peer review.
Also bring your Reading Journal for me to check it.

Thurs. Goffman, *The Presentation of Self in Everyday Life* (1959), Front to p. 77, 208-end.

Saturday Paper 2 due to Enhanced Insite class website, by 11:59 AM (noon)

Week 12

Spring Break

Week 13

Tues. deGraaf, Wann, & Naylor, *Affluenza: The All-Consuming Epidemic* (2005)

Thurs. deGraaf, Wann, & Naylor, *Affluenza: The All-Consuming Epidemic* (2005)

Week 14

Tues. Sagan, *Demon Haunted World: Science as a Candle in the Dark* (1997)
(CR, those are the first 3 chapters of Sagan in the reader)

Thurs. Kenrick, *Sex, Murder, and the Meaning of Life* (2011)

Week 15

Tues. Kenrick, *Sex, Murder, and the Meaning of Life* (2011)

Thurs. Sagan, *Demon Haunted World: Science as a Candle in the Dark*
(CR, that's the last Sagan chapter in reader)

and

Zukav, from *The Dancing Wu Li Masters* (CR)

[and, we'll see, we might read the chapter called "Einstein doesn't like it" too]

Week 16

Tues. 4/17 Mycoskie, *Start Something that Matters*

Thurs. 4/19 Reflections/Conclusions

Instead of another reading, review your Reading Journal as if it is a text, and think about the course as a text. And, while you are at it, review the objectives and course overview in the syllabus.

Read and think on that as your material, then, instead of writing in your Reading Journal, type 2 to 3 double-spaced pages "What is the Human Event?" Consider the question in terms of the class by that name, but also in terms of the concept/abstraction of the "human" event. Include a reflection on, among other things, observations on you and your thoughts before taking the course and after...What have you learned? What are your "Take Home Points"? How will you use them going forward? Be prepared to discuss what you wrote in class.

Please submit your paper to *both* the Enhanced Insite website and the BlackBoard site, and *also* bring a hard-copy to class.

Week 17

Monday Solid draft of 3rd paper due to Enhanced Insite class website by 11:59 PM (midnight).

Tues. Peer Review – bring a laptop to class to engage in peer review.
Also bring your Reading Journal for me to check it.

Wed. Reading Day

Friday **Paper 3 due to Enhanced Insite class website, by 11:59 AM (noon).**
And hardcopy due to the box outside my office by 4:00 PM.