Honors 272  The Human Event

Instructor: Dr. Sarah R. Graff  Office Hours: Tuesdays 1:30-3:30pm and by appointment via email
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Office Phone: 480-727-5490
Class website: myasu
Class location: JNHAL 201

Teaching Assistants:  Emma Dugan  eadugan@asu.edu
                      Shelby Stringer  smstring@asu.edu

“… unless we do possess this knowledge, of some other people than ourselves, we remain, to the hour of our death, with our intellects only half expanded. … We are not likely to correct any of our opinions, or mend any of our ways, unless we begin by conceiving that they are capable of amendment.” – J.S. Mill (1867) Inaugural Address to the University of St. Andrews.

“Words should not seek to please, should not hide the wounds in our bodies, the shameful moments in our lives. Sometimes words shock us, give us pain, but they can provoke us to face ourselves, to question what we have accepted for thousands of years.” – Nawal El Saadawi (1999) A Daughter of Isis

“Finding one’s voice isn’t just an emptying and purifying oneself of the words of others but an adopting and embracing of filiations, communities, and discourses. Inspiration could be called inhaling the memory of an act never experienced. Invention, it must be humbly admitted, does not consist in creating out of void but out of chaos.” – Jonathan Lethem (2007) The Ecstasy of Influence.

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 the present, HON 272 is the second half of a two-semester sequence that starts with HON 171.

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.

Key Questions We Will Ask:
What is human nature?
How is the political state formed? Where does authority come from?
What are human rights and where do they come from?
How are identities constructed and what are the ramifications?
COURSE REQUIREMENTS AND GRADING:

I use the following rubric when assigning grades to each course requirement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>E</td>
<td>59 and lower</td>
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THERE ARE THREE MAIN REQUIREMENTS FOR THIS COURSE:

(1) **PARTICIPATION** (reading assignments and class discussion). Students are required to read the assigned texts and actively engage in class discussions. This course is a seminar and is structured around reading and discussing primary texts. All students should come to class with their annotated texts in hand, with the assigned readings complete, with notes on the text(s) and prepared to talk about the readings with the group. **Expect to spend at least 4-6 hours per week (outside of class) reading, writing notes, and thinking in preparation for daily discussions.** Students are required to answer/ask questions, and offer commentaries and critiques on the readings regularly. In other words, students are not only responsible for reading the material but for reflecting on it as well, and sharing their reflections with the class. I will evaluate participation based on a variety of qualitative criteria that are clearly explained in the Class Discussion Rubric (see below). In general, an excellent seminar discussion includes: regularly making insightful comments on the ideas in the texts, drawing connections between different texts we read, responding to both the instructor and fellow classmates’ questions and/or comments, and bringing everyone in the classroom into the discussion for a richer conversation. You will not be evaluated on the “correctness” of your position, but rather on your grasp of the material and your ability to communicate your ideas effectively. Making thought-provoking comments about ideas in the text (by citing a passage or multiple pages) will give you a higher participation grade. As with your papers, your comments will need to be substantiated with textual evidence. However, you should never be the center of every conversation. In fact, it is just as important to listen to what your peers say and address their comments, as it is to initiate your own discussion. If you do not make an effort to enter into any discussions, you will receive a low participation grade. If you dominate the discussions or disrupt them, you will also receive a low participation grade. Superficial observations and subjective comments about the texts will also detract from your grade. **You will be graded on quality as well as quantity.** Do not expect that a quick reference once in awhile will give you a high participation grade. The goal is for the entire class to generate a genuine dialog about the texts together, so we can understand different viewpoints, think more critically about our own views, and learn how to talk about each other’s views in a constructive way.

**LEADING CLASS DISCUSSION:** Each day a different student will develop discussion questions and help lead our seminar. To receive full credit, discussion leaders must: 1) provide the class with a brief biography of the author and some of their main ideas beyond the specific reading for class
(Day 1 only if multi-day text); 2) briefly discuss the historical, political, and intellectual circumstances in which the author was writing (Day 2 only if multi-day text); 3) be familiar with the main points of the day’s reading and how they are made to discuss with the class; and 4) develop a minimum of 3 and maximum of 5 original discussion questions to pose to the class which draw out important themes from the text, especially in relation to other texts we’ve read. Discussion questions must be posted on the blackboard discussion forum at least 24 hours prior to class to receive full credit. Background information on the reading should not take up more than 10 minutes of class time. I reserve the right to stop your presentation if necessary. The majority of the class should be a sustained group discussion on the reading itself. You are the expert on your day so be sure to come prepared. There will be no ‘make-ups’. Leading Class Discussion will comprise 5% of your class participation grade.

HOW SHOULD YOU PREPARE FOR CLASS?
I expect that you will spend at least 2-3 hours (outside of class) reading for each class period. I expect that you will annotate your text by physically writing on the text and taking meaningful notes on the reading. I expect that you will come to class with your text(s), your notes, a notebook, and a writing utensil to take notes on our class discussion. I expect that you will be actively listening to what people say in the class discussion and offer your own productive comments directed to the class. I expect that you will make a contribution to the class discussion at least once every class period.

CLASSROOM CONDUCT
When participating in class discussion, be prepared to hear viewpoints that are unlike your own. Students should be prepared to discuss their ideas and argue their points without resorting to personal attacks. Proper conversational etiquette is required.

For the Student Code of Conduct, please see the Student Affairs web page:
http://www.asu.edu/studentaffairs/studentlife/judicial/ and
http://provost.asu.edu/academicintegrity.

ATTENDANCE
I take attendance daily. Multiple absences will not allow students to participate in class and will jeopardize their grade. Students who are late to class or who leave class early three times will be marked absent. Students who sleep during class will also be marked absent. Only one week’s worth of classes can be missed without any grade penalty (two classes). After two absences, students will lose 5% of their final grade per absence. Students who miss six or more classes cannot pass the course. Class participation will comprise 30% of the final grade.
Class Discussion Rubric (in class and on Blackboard)

Dr. Sarah R. Graff

<table>
<thead>
<tr>
<th>Exemplary “A”</th>
<th>Good “B”</th>
<th>Satisfactory “C”</th>
<th>Poor “D”</th>
<th>Unacceptable “F”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets required criteria at a highly proficient level</td>
<td>Meets all requirements at a proficient level</td>
<td>Meets basic assignment criteria</td>
<td>Meets some of criteria, at unacceptable level</td>
<td>Fails to meet basic criteria</td>
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Knowledge of the Subject Matter (texts)

<table>
<thead>
<tr>
<th>Exemplary “A”</th>
<th>Good “B”</th>
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<th>Poor “D”</th>
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<tbody>
<tr>
<td>Brings up new or expanded ideas that reflect high-level critical thinking about text, especially in relation to other texts we’ve read</td>
<td>Reflects critical thinking by presenting new ideas beyond the basics and relating them to other texts.</td>
<td>Illustrates basic knowledge of text without expanding ideas.</td>
<td>Displays only a minimal grasp of concepts covered by text. Does not expand upon these concepts.</td>
<td>Displays no understanding of main idea of text and/or central concepts</td>
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Addressing Relevant Themes

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<thead>
<tr>
<th>Exemplary “A”</th>
<th>Good “B”</th>
<th>Satisfactory “C”</th>
<th>Poor “D”</th>
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</thead>
<tbody>
<tr>
<td>Identifies and addresses significant themes that help expand ideas and critically analyze text(s)</td>
<td>Identifies multiple significant themes and relates them to different texts.</td>
<td>Finds a relevant theme and is able to make a basic connection between theme and text(s).</td>
<td>Able to find one theme that may not be very significant to the text and/or does not relate to any other texts.</td>
<td>Does not find themes or a relevant theme in text(s). Says that the text has no deeper meaning.</td>
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Use of Textual Evidence

<table>
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<tr>
<th>Exemplary “A”</th>
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<th>Poor “D”</th>
<th>Unacceptable “F”</th>
</tr>
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<tbody>
<tr>
<td>Textual evidence used to clearly support and expound on ideas. Directs peers to page number(s), reads passage in class, and discusses it. Citations are correct, relevant, and incorporated well into discussion.</td>
<td>Textual evidence clearly used to support ideas, sometimes multiple examples. Directs peers to page number and reads quote in class. All citations are done correctly.</td>
<td>Uses “textual” evidence to support ideas, but cannot find place in text where it comes from. Makes mistakes linking different textual ideas together (links ideas with wrong text etc).</td>
<td>Some textual support but unable to link text to ideas about text. Errors in citations or no page numbers referenced in discussion.</td>
<td>Lack of appropriate supporting evidence from the text(s). No citations listed or mentioned.</td>
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Collegiality

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<thead>
<tr>
<th>Exemplary “A”</th>
<th>Good “B”</th>
<th>Satisfactory “C”</th>
<th>Poor “D”</th>
<th>Unacceptable “F”</th>
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<tbody>
<tr>
<td>Support or refute an original comment or post with additional evidence and discussion. Help peers enter discussion. Directly address peers (perhaps multiple comments) respectfully and professionally.</td>
<td>Support or refute the original comment or post by restating what was already said, while respecting the views of peers by addressing them directly and using professional language.</td>
<td>Supports or refutes the original comment or post directly or simply agrees or disagrees without explanation. Does not respect the views of peers.</td>
<td>Does not refer to the original comment or post directly. Blatantly disrespects the views of peers. Whispers to neighbor, rolls eyes, passes notes, hides in any way from instructor and classmates, sleeps, or texts in class.</td>
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Originality

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<thead>
<tr>
<th>Exemplary “A”</th>
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<th>Poor “D”</th>
<th>Unacceptable “F”</th>
</tr>
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<tbody>
<tr>
<td>Evidence of original and insightful thought apparent throughout. Direct connection between original idea, themes, and concepts in the text.</td>
<td>Spark of original thought and beginning of connection to textual concepts.</td>
<td>Allusion to an original idea but with no clear connection to different concepts in the text(s).</td>
<td>Random original thoughts; no cohesion among ideas presented.</td>
<td>No evidence of original thought.</td>
</tr>
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(2) **PAPERS.** Students will write three argument-style papers for this course during the semester. Due dates are indicated on the class schedule below. Late papers will be penalized one grade for each day past the deadline. Extensions will only be granted in extreme emergencies when the problem is brought to my attention in advance of the due date. Papers should be formal engagements with issues raised by the texts and must employ techniques of scholarly language and expository writing. Use only the texts we have read in class to compose your papers. Be sure to note the sources of ideas that are not your own. You should cite direct quotes from the texts but use quotes sparingly and only to support your own argument. You must cite the author (using the author-date format as per the American Anthropological Association Style Guide [http://www.aaanet.org/publications/style_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)) even when you are paraphrasing his/her ideas.

**DO NOT PLAGIARIZE.** Plagiarism is taking someone else’s ideas or work and passing them off as your own. It is cheating. At Barrett, and at ASU, we expect students will do their own work honestly and with integrity. Not only will you feel accomplished when you do your own work but if you do not there are serious consequences. As a teacher I do not have any tolerance for any form of academic dishonesty. In this course, the consequences of plagiarism include failing the course with an XE (failure due to academic dishonesty), which is calculated as an E (failure) for the purposes of the GPA. Please take note of ASU’s policy on XEs: [https://provost.asu.edu/index.php?q=academicintegrity/policy/TheGradeOfXE](https://provost.asu.edu/index.php?q=academicintegrity/policy/TheGradeOfXE)

Papers will be graded on your argument (if there is one and how sophisticated it is), how thoroughly you have read the texts, the quality of the analysis and the clarity of writing. Specifications for the papers are available on Blackboard (BB), including the essential Paper Writing Guide, grading rubrics, helpful writing hand-outs, examples of good and bad writing, and links to writing resources. Please do not hesitate to come and see me if you need assistance with your papers. In fact, I urge you to come and see me to talk about your papers (yes all of them) in advance of the due date. You should also get help from your class Teaching Assistant who will have office hours each week. In addition there is a Writing Center at Barrett that can help too (see below for information). The first paper will comprise 15% of the final grade, the second paper will comprise 20% of the final grade and the final paper will comprise 20% of the final grade. **All three papers will comprise 55% of the final grade.**

(3) **SHORT WRITING ASSIGNMENTS.** There will be two short writing assignments and some reading exercises for this course. First, you will write an argument paragraph within the first three weeks of class based on one of the texts we read. This mini-argument will be one page or less and will take an argumentative stand (will make a claim) about how to understand an idea from the text. You will be able to relate this idea to another text we read as well, but the focus of the mini-argument should be on one text. The specifications for this writing assignment will be posted on our Blackboard site. **This argument paragraph will be worth 5% of your final grade.** The second writing assignment will be to find a current event article that relates to the ideas we are reading about in class. In a short, 2-3 page argumentative paper, you will demonstrate how the article you chose applies to the ideas presented by a text we read for class. The specifications for this current event writing assignment will be posted on our Blackboard site. **This current events essay will be worth 5% of your final grade.** The reading exercises will involve creating Argument Maps for the various texts we are reading. These maps must be turned in on the day we discuss the text that the map depicts. If we will spend more than one day,
the map will be due on the last day we discuss that text. You must complete a total of 10 out of 12 possible Argument Maps. If you do all 12 I will drop the two lowest grades. The specifications for creating Argument Maps and which texts you should map will be posted on our Blackboard site. **Argument Maps will be worth 5% of your final grade. All three assignments will comprise 15% of your final grade.**

**Grade Assessment Breakdown:**

<table>
<thead>
<tr>
<th>Participation</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Papers</td>
<td>55</td>
</tr>
<tr>
<td>Short Writing</td>
<td>15</td>
</tr>
</tbody>
</table>


**Electronic Devices**

Since this course is a seminar, it is important that everyone is actively engaged in the class discussion. **Silence all cell phones** and other electronic devices when entering the classroom, including ipads/tablets and laptops. The class and all the individuals participating in the class will not be recorded at any time whether it is audio or visual or both, unless there is a student with a disability who requires support.

Students may use laptops, tablets, or digital readers in class to access the readings that are on BB. The following rules apply when using electronic devices for texts:

1) Do not have other applications open and turn off your Wi-Fi.
2) Be prepared for me to check your screen.
3) Laptop screens should be at least partially closed during discussions except when referencing a text so you can interact with your classmates.
4) Use a program that allows you to annotate your text.
5) If you are getting distracted by your device, and/or I discover that you are multitasking, checking social media, doing work for another class, or otherwise not fully engaged in the class, I will drop your overall class participation grade for the semester by a half grade.

**Multiculturalism and Diversity at Barrett:**

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. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students’ honors experience and promote learning goals. We hope that our students will contribute their 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 to individual course content.

**Students with Disabilities:** If you need disability accommodations in this class, please see me ASAP. Information regarding disabilities is confidential. For more information, please see the DRC’s page: [http://www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/)
THE BARRETT WRITING CENTER
The Barrett Writing Center is available to assist all Barrett Honors College students. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both semesters of The Human Event, the Barrett Writing Center offers small group workshops and individual tutoring on writing papers for your HON courses. Its goal is to help you improve your lifelong writing and critical thinking skills, so please take advantage of its services. Go to the BWC web site at http://barretthonors.asu.edu/academics/barrett-writing-center/
From this page you can access the tutoring schedules, what to bring to your appointment, and academic background on the staff.

REQUIRED COURSE MATERIALS

You are required to purchase the following books (do not purchase ebooks):

Bayoumi, Moustafa, How Does it Feel to be a Problem? ISBN: 9780143115410
Behn, Aphra, Oroonoko ISBN: 9780140439885
Maftouh, Naguib, Midaq Alley ISBN: 9780385264761
Swift, Jonathan, Gulliver’s Travels ISBN: 9780486292731

All other reading material will be posted on Blackboard in the “Readings” folder.

SCHEDULE OF CLASSES

Unit One: Authority, Inequality, and Social Contracts

Week One
Mon Introduction – The Enlightenment
Wed Behn, A. (1688) Oroonoko

Week Two
Mon MLK Holiday – No Class

Week Three

Argumentative Paragraph Due
Week Four

Week Five
Wed  NO CLASS –

| Paper 1 Due |

Unit Two: Society and Economy

Week Six
Mon  Smith, A. (1759) *Theory of Moral Sentiments* [pdf on Blackboard]
Wed  Smith, A. (1776) *The Wealth of Nations* [pdf on Blackboard]

Week Seven
Mon  Marx and Engels, *The Marx-Engels Reader*
Wed  Marx and Engels, *The Marx-Engels Reader*

Week Eight
Mon  Addams, J. (1902) *Democracy and Social Ethics*, Intro + Ch V “Industrial Amelioration” [pdf on Blackboard]

| Paper 2 Due |

Week Nine

SPRING BREAK – No Class

Week Ten
Mon  Sinclair, U. (1906) *The Jungle*.

Week Eleven
Wed  Mauss, M., (1925) *The Gift*
Unit Three: Society and Identity

Week Twelve
Mon  
Wed  
Du Bois, W.E.B. (1903) *The Souls of Black Folk*. Chs. 8,9, 14

Week Thirteen
Mon  
Wed  

Week Fourteen
Mon  
de Beauvoir, S. (1949) *Woman as Other*  [pdf on Blackboard]
Wed  
[pdf on Blackboard]

Week Fifteen
Mon  
[pdf on Blackboard]
Wed  
Bayoumi, M. (2008) *How Does it Feel to be a Problem?* Preface + Rasha

Week Sixteen
Mon  
Bayoumi, M. (2008) *How Does it Feel to be a Problem?* Yasmin +  
Afterward
Wed  
Conclusion of The Human Event

**Final Paper Due**