The first thing the intellect does with an object is to class it along with something else. But any object that is infinitely important to us and awakens our devotion feels to us also as if it must be sui generis and unique. Probably a crab would be filled with a sense of personal outrage if it could hear us class it without ado or apology as a crustacean, and thus dispose of it. “I am no such thing,” it would say; “I am MYSELF, MYSELF alone.”

—William James, 1902 CE

1. Course Description and Objectives

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 until just yesterday, HON272 is the second half of a two-semester sequence that began with HON171. The course has the following objectives:

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

This section of HON272 takes the notion of “the human event” somewhat literally and asks us to pose the question “What does it mean to be human?” We explore this very general question through a nested series of related sub-questions:

1. “What does it mean to be an individual, a self, an autonomous actor and thinker?”
2. “How does this self define itself against, with, and for a community of others?”
3. “How do communities (nations, ethnicities, classes, genders) define themselves against, with, or for other or wider communities of human beings?”
4. “How does humankind as such define itself against, with, or for other sorts of being (especially other animals, but also gods, goddesses, aliens, monsters)?”

Simultaneously, we take steps toward a truly universal education (as befits a university program) by exploring these general questions through the answers posed, in all their concrete particularity, within intellectual traditions across large swathes of human space and time. In other words, we are called upon to struggle with the problem and promise of diversity: the variety of compelling, wise, thoughtful, but radically different answers given to universal questions of human nature and purpose.

Finally, we explore two related questions of pedagogy: “What is college for?” and “How does one do college?” Three activities stand at the heart of our practice of answers to these questions: close reading (in solitude), collegial discussion (in class), and argumentative writing (again in solitude, but with the collegial audience in mind).

3. Required Readings

You must buy these texts, and you must bring them to class on the relevant days. Make sure to buy the correct edition! Used copies are fine.

5. **Joel Chandler Harris**, *Uncle Remus and Brer Rabbit*. ISBN: 978-1444456264
11. A dictionary. Print, in app-form, or online: I recommend [www.merriam-webster.com/dictionary](http://www.merriam-webster.com/dictionary). If you don’t understand a word you read (or write!), you are expected to look it up.

4. Assignment Summary

For due dates, see section 5. For grading policy, see section 7.3.

4.1. In-Class Participation ..................... 24%

See section 6.1 for details.

4.2. Online Participation ....................... 6%

See section 6.2 for details.

4.3. Attendance ................................. 0%

See section 6.3 for details.

4.4. Text Commentaries (5 x 3%) .......... 15%

See Section 6.4 for details.

4.5. Peer Reviews (3 x 0% each) ............ 0%

See Section 6.5 for details.

4.6. Essays (2 x 15%, 1 x 20%) .......... 50%

See Section 6.6 for details.

4.7. Reflective/Creative Project .......... 5%

See Section 6.7 for details.

4.8. Extra Credit (optional) ................. up to 2%

See Section 6.8 for details.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Assignments and Events</th>
<th>Readings</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Icebreaker Debate</td>
<td>Hobbes and Rousseau (excerpts)</td>
<td>M Jan. 11</td>
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<td></td>
<td></td>
<td>Syllabus. Get started on Locke!</td>
<td>W Jan. 13</td>
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<td>2</td>
<td>MLK Jr. Day: No Class</td>
<td>No Readings</td>
<td>M Jan. 18</td>
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<td></td>
<td></td>
<td>Locke, <em>Second Treatise</em> pp. 5-65</td>
<td>W Jan. 20</td>
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<td></td>
<td>OLP1 by Th. Midnight</td>
<td>Swift, <em>Gulliver’s Travels</em> (CR)</td>
<td>W Jan. 27</td>
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<td>4</td>
<td></td>
<td>Kant, “Enlightenment” (CR), Wollstonecraft pp. 78-80, 91-94</td>
<td>M Feb. 1</td>
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<tr>
<td></td>
<td>PRD1: The Thesis</td>
<td>HO: From Topic to Thesis. Get a start on Wollstonecraft!</td>
<td>W Feb. 3</td>
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<tr>
<td>5</td>
<td></td>
<td>Wollstonecraft, <em>Vindication</em> pp. 8-64, 72-77</td>
<td>M Feb. 8</td>
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<tr>
<td></td>
<td>OLP2 by Th. Midnight</td>
<td>Marx, “Economic and Philosophical Manuscripts” (CR)</td>
<td>W Feb. 10</td>
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<tr>
<td>6</td>
<td></td>
<td>Marx, “Contribution to a Critique” and “Theses” (CR)</td>
<td>M Feb. 15</td>
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<tr>
<td></td>
<td>1st essay</td>
<td>Darwin, <em>Origins</em>: intro., chap. 1, chap. 2 (focus on chap. 2)</td>
<td>W Feb. 17</td>
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<td>7</td>
<td></td>
<td>Darwin, <em>Origins</em>: chap. 3, chap. 4</td>
<td>M Feb. 22</td>
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<tr>
<td>8</td>
<td></td>
<td>Anon. / Harris, <em>Brer Rabbit</em></td>
<td>M Feb. 29</td>
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<td></td>
<td>OLP3 by Th. Midnight</td>
<td>Blowsnake and Anon., Hočąk Trickster Cycle (CR)</td>
<td>W Mar. 2</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break: No Class</td>
<td>Stevenson, “Dr. Jekyll and Mr. Hyde” (It’s a light and easy novella—you’ll find the time)</td>
<td>M Mar. 7</td>
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<td>W Mar. 9</td>
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<tr>
<td>10</td>
<td></td>
<td>Freud, <em>Civilization and its Discontents</em> pp. 23-88</td>
<td>M Mar. 14</td>
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<tr>
<td></td>
<td></td>
<td>Freud, <em>Civilization and its Discontents</em> pp. 89-149.</td>
<td>W Mar. 16</td>
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<td>12</td>
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<td>Geertz, “Impact” (CR)</td>
<td>M Mar. 28</td>
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<td></td>
<td>2nd essay</td>
<td>Geertz, “Religion,” “Ideology,” “Common” (CR). Read at least one!</td>
<td>W Mar. 30</td>
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<tr>
<td>13</td>
<td></td>
<td>Le Guin, <em>The Other Wind</em> (1/2 of class)</td>
<td>M Apr. 4</td>
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<td></td>
<td>OLP5 by Th. Midnight</td>
<td>Atwood, <em>Oris and Crake</em> (1/2 of class)</td>
<td>W Apr. 6</td>
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<tr>
<td>14</td>
<td></td>
<td>De Waal, <em>Primates</em> Part 1</td>
<td>M Apr. 11</td>
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<tr>
<td>15</td>
<td></td>
<td>MacKinnon, <em>Neoliberal Genetics</em></td>
<td>M Apr. 18</td>
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<tr>
<td></td>
<td>OLP6 by Th. Midnight</td>
<td>Sahlins, “Western Illusion”</td>
<td>W Apr. 20</td>
</tr>
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</table>
6. Assignment Details

6.1. In-Class Participation. This is the “collegial” side of our practice of college: we edify one another, help each other learn, shape each other’s lives by seeking truth and understanding in civil, supportive, but critical community. Through discussion we clarify, defend, and complicate our own views; we also expose ourselves to views that might never have occurred to us, views we might find perturbing but which we learn to respect as cogent and well-formed. To participate:

A. Read. The collegiality of participation begins in solitude: in careful preparation for class discussion by reading the assigned texts. Expect to spend 2-10 hours a week reading for this class.

B. Prepare. Take notes, mark up your text. Ask questions of our readings and think about possible answers to those questions. Online participation (4.2) and the Text Commentaries (6.4) are primarily intended to help you prepare for in-class participation.

C. Show up. You can’t participate if you aren’t here. Be present both physically and mentally: sleeping, texting, doing a cross-word puzzle is not participating! Make sure to bring your text to class, always.

D. Speak up. Answer questions (even if you aren’t sure you have the “right” answer), ask questions for clarification, argue (heatedly but civilly), engage with the ideas and arguments of your colleagues (fellow students and the instructor). Don’t be afraid to be wrong; if we already knew everything we wouldn’t be in college.

E. Listen. We’re not just talking; we’re talking to each other. Your own views are important only to the degree that they take into account the views of your colleagues. Listen carefully, attentively, respectfully, critically. Strive to understand one another.

G. Some aspects participation takes the form of semi-formal, easily quantifiable activity—contributions to in-class debates, group-work, think/pair/share activities, peer review (6.5 below). But most participation is less an assignment than it is a practice and a resource. It will be pretty clear by the end of the semester who has contributed to this resource, and who has not. Do you feel like you are contributing to your own and your fellow students’ learning? If so, you’re probably doing fine. If not, participate more!

6.2. Online Participation. This is intended to help generate in-class discussion, and to carry that discussion forward less formally outside of class. To participate online:

A. Over the course of the semester, every student must contribute at least of six (6) online comments, of at least 125 words each. This equals one comment every two or three weeks:
   - OLP1: by Thursday, midnight, of Week 3.
   - OLP2: by Thursday, midnight, of Week 5.
   - OLP3: by Thursday, midnight, of Week 8.
   - OLP4: by Thursday, midnight, of Week 11.
   - OLP5: by Thursday, midnight, of Week 13.
   - OLP6: by Thursday, midnight, of Week 15.
   - OLPX: by Thursday, midnight, of Week 16. Note: This final “make-up” OLP gets half-credit.

B. Comments must be spread out over the semester. For example, if you submit all six of your OLP comments in the first three weeks, you will only receive credit for one.

C. Comments can concern any aspect of course content: you can write about ideas and issues that arise from the readings, or from in-class discussion, or as a response to a colleague’s comment. You may quote class-readings or colleagues or even extraneous materials (from the internet, from other classes, etc.), but the bulk of your comment should be your own words. The point is to state a perspective (related to course material) that is different from one already posed by your colleagues.
6.3. Attendance. In Human Events classes, you are allowed two (2) excused or unexcused absences per semester. Each additional absence takes 5% off your overall course grade. The Human Event is a seminar class, and a student cannot really make up the work he or she misses by being absent. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to university sanctioned activities. The relevant ASU policies are available here [www.asu.edu/aad/manuals/acd/acd304-04.html](http://www.asu.edu/aad/manuals/acd/acd304-04.html) and here: [www.asu.edu/aad/manuals/acd/acd304-02.html](http://www.asu.edu/aad/manuals/acd/acd304-02.html).

In lieu of an explanation for this strict attendance policy, please consult the poem "Did I Miss Anything" (at right).

6.4. Text Commentaries. These are structured brief reflections on our texts (note to those of you who had HON 171 with me: these are new; they are different from the QuARCs you are used to!)

They provide a chance to develop writing and argumentative skills, and to focus closely on a question or problem that you find particularly important. They also provide a “back-up” or “safety net” for in-class discussion: if your mind goes blank in class, take a look at your TC to refresh your memory.

A. Each student submits five (5) TCs through the semester. TCs are self-scheduled, but must relate to that day’s assigned readings. Pace yourself: do not leave these to the end of the semester, when you will be very busy! There will be no “make-up” TCs at the end. Each TC is due in print, in-class, at the end of class: no exceptions. TCs are not accepted late.

B. Each TC is a brief, structured piece of writing, 350-450 words long (about 1¼ - 2 pp., 12 point serif font, double spaced, standard margins). Make sure to put your name at the top!

C. Each TC consists of:

1. An interesting question about the text or about ideas arising from the text. An interesting question is a question with no immediately obvious answer: it will take some work—some careful reading, some collection of evidence—to attempt to answer an interesting question.

   For example: “Is Locke English?” is not an interesting question, while “How is Locke’s conception of the ‘state of nature’ different from Hobbes’ view?” is an interesting question.

2. An attempt to answer the question you have posed, using

---

**Did I Miss Anything?**

Nothing. When we realized you weren’t here

we sat with our hands folded on our desks

in silence, for the full two hours

Everything. I gave an exam worth

40 percent of the grade for this term

and assigned some reading due today

on which I’m about to hand out a quiz

worth 50 percent

Nothing. None of the content of this course

has value or meaning

Take as many days off as you like:

any activities we undertake as a class

I assure you will not matter either to

you or me

and are without purpose

Everything. A few minutes after we

began last time

a shaft of light suddenly descended and

an angel

or other heavenly being appeared

and revealed to us what each woman

or man must do

to attain divine wisdom in this life and

the hereafter

This is the last time the class will meet

before we disperse to bring the good

news to all people on earth.

Nothing. When you are not present

how could something significant occur?

Everything. Contained in this classroom

is a microcosm of human experience

assembled for you to query and

examine and ponder

This is not the only place such an

opportunity has been gathered

but it was one place

And you weren’t here.

—Tom Wayman,

“Did I Miss Anything?,” 1993
Determine the evidence from the text, including well-contextualized direct quotations with in-text citation.

D. Make sure you are not simply summarizing the plot or the main argument of the text! Every word in your TC should have some relevance to the question you posed and the answer you attempt.

E. TCs are graded according to the degree to which they demonstrate close careful reading, clear and careful writing, and evidence-based persuasive argument. TCs are not graded according to getting “the answer right”—for most of the questions worth asking in this course, there is no single right answer!

6.5. Peer Review Days. Three days in the semester, we put collegiality into concrete practice by critiquing, evaluating, and thus improving our peers’ written work in draft. On the first Peer Review Day, we examine each other’s draft theses, helping each other ensure that these are sufficiently narrow, interesting, and judicious. In the second Peer Review, we work on argument maps, endeavoring to connect sub-arguments to each other in a logical way. The third Peer Review is dedicated to pitfalls—common bad practices and how to avoid them. Instructions for each Peer Review Day will be posted about a week before the day in question. Peer Review is graded as part of Participation.

6.6. Argumentative Essays. These comprise the “solo” side of our practice of college, as we struggle, alone with our thoughts and with our readings, to develop arguments about the big questions of human nature. Each essay should be about 1700-2200 words (5-7 pages, double-spaced, 12-point font, standard margins). Two essays are worth 15% of your course grade; your best essay is worth 20%.

Essay topics and detailed instructions will be posted approximately three weeks before each due date. Finished essays must be uploaded to SafeAssign and brought to class as hard-copies; failure to do both may result in late penalties.

The Barrett-wide criteria for Human Event papers are as follows:

A Human Event paper contains a clear thesis statement.

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

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

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

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

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

Human Event papers adhere to fundamental style elements.

- The paper uses proper grammar and word choice including gender neutral and inclusive language.
- The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.
6.7. **Reflective / Creative Project.** This project allows us the opportunity to wind up the semester and look back on the journey we have taken so far. It can take three forms.

**Option 1. The Human Event for All?**

A. Re-read this syllabus, in particular sections 1-2 (Course Goals and Objectives). Reflect on the structure of the class—it’s emphasis on small group discussion; on peer collegiality; on the close reading of diverse, difficult primary texts from a great swath of human history and culture; on the cultivation of the art of argumentative writing.

B. Having thus read and reflected, write a short argumentative essay (about 400 words) taking a position on the following question: *Should a class like The Human Event be required for all ASU first-year students?* Support your thesis with evidence, which may include your own and others’ informed opinions concerning the goals of the class, the usefulness of those goals, and the nature and purpose of a university education (yes, this means you can quote yourself and your classmates). No other research required or encouraged.

C. Upload a copy of your essay to SafeAssign, and bring a hardcopy to class on the due date.

**Important note:** If you took HON171 with me in the Fall, and if you chose Option 1, you must choose Option 2 or 3 this semester; you may not do Option 1 twice!

**Option 2. Design a Syllabus.**

A. HON 272 revolves around a carefully chosen syllabus of primary texts dating from approximately 1600 to the present. This list of texts must meet a stringent set of criteria: each should be important in its own right (wise, influential, insightful concerning the human condition); cumulatively the texts should reflect the diversity of ways to be human (i.e. the texts can’t all be from “the West” or all written by men (or women)); the texts should reflect a diversity of *modes or genres* of imagining human being (works of fiction, science, politics, religion, etc.). In addition, each specific section of HON 272 tends to have a unifying theme, something slightly more specific than “what does it mean to be human?” but broad enough to encompass the diversity outlined above.

B. Design your own HON 272 syllabus. First, develop a theme, and describe this theme in a few short sentences. Then, choose between 8 and 14 texts, including a maximum of three (3) from our current syllabus. Place these in approximate chronological order. For each chosen text, give the author (if known), the title, the approximate date, the place of origin, and the genre (drama, philosophy, film, etc.). Then defend your inclusion of each text: why is this text worth our attention, and how does it fit in or contribute to the theme you have proposed while also preserving the necessary diversity? Each such defense should take the form of 2-5 sentences.

C. To develop your list, you are welcome to peruse real syllabi (for example, ask your friends from other sections of the Human Event about the texts they read). You may garner information about your chosen texts from sources such as the ASU library catalog, annotated bibliographies, Amazon, even Wikipedia. Copying bibliographical information from such sources (titles, dates, etc.) does not constitute plagiarism. Of course, all actual arguments must be your own.

D. Upload a copy of your syllabus to SafeAssign, and bring a hardcopy to class on the due date.

**Option 3. Get Creative.**

A. Reflect on what you have learned in this class and especially on its wider questions. What does it mean to be human? How do we enact our humanity with or against others, with or against society, with or against non-humans (animals, gods, inanimate objects)?

B. *In any genre whatsoever,* demonstrate some part of what you have learned. In the past I’ve had students create short films, design video-games, compose and perform original pieces of music (so far: acoustic classical, EDM, acoustic folk, trance, punk, screamo), make paintings or sculpture, choreograph and perform a dance, write and record a DJed radio-show, draw comics, throw down a slam-poem, plan and cook a meal—the possibilities are endless.

C. Briefly describe and interpret your creative piece in 250 words or less (not more than 1 page, double-spaced).

D. Upload a copy of the description (C) to SafeAssign. Bring a hardcopy of the description and the creative piece to class, on the due date. If the piece has a performative element, consider performing it before the class (encouraged but not required).
6.8. Extra Credit. From time to time throughout the semester I will encourage students to attend lectures, seminars, debates, performances, or exhibitions at ASU and to write a brief reflective essay about the event attended. Each such essay carries a maximum grade of 1%. In this way, you can accumulate a maximum of 2% extra credit over the course of the semester.

7. Policies

7.2. Multiculturalism Statement. 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.

7.2. Statement of Ethics. The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

7.3. Grades. Participation and papers are marked on a scale of E through A+. The grading scale is as follows: E=0-59, D=60-69, C=70-77, C+=78-79, B-=80-82, B=83-87, B+=88-89, A-=90-92, A=93-97, A+=98-100. Grade in the A range represent excellent, outstanding, exceptional, superior work; by their nature these are difficult grades to achieve. Through diligence, commitment, and care, every student has the ability to earn an A. However, no student should expect an A simply for doing well—good work receives a good grade in the B range. An A is gettable but is hard to get.

In order to deflect our focus from grades (a measure of achievement) toward hard work (the achievement itself), I do not post grades on Blackboard. The only way to get your grade is to pick up your assignment in class or at my office: in this way you get not only the grade but also comments and explanations concerning how to improve.

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at: https://students.asu.edu/forms/incomplete-grade-request and https://students.asu.edu/drop-add

7.4. Late Work Policy. As a rule, work will not be accepted late except in case of documented emergency: illness, family tragedy, or act of God/Nature (tornado, earthquake, plague of frogs). You may petition the instructor in writing for an exception if you feel you have a compelling reason for turning work in late. TCs and extra credit assignments are not accepted late; no exceptions.

7.5. Classroom Behavior. To foster a positive learning environment, students are expected to be present, attentive, and respectful (to one another and to the instructor) in class. Students must treat one another’s speech and ideas with respect (such respect in no way implies agreement: we are allowed and encouraged to disagree with one another within a framework of cordiality and collegiality). Students engaged in disruptive behavior (use of electronic devices, playing games, extensive off-topic conversations with their neighbors, ad hominem attacks or disrespectful language toward other students) will be asked to cease such behavior, and may be asked to leave the classroom. Repeated disruptive behavior will be reported to the Dean of Students.

7.5. Electronic Devices. The use of electronic devices such as laptops, tablets, and smartphones is distracting to other students and the instructor during discussion. Such devices discourage full participation and papers, and prohibit the 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.

Why can’t you use your laptop, tablet, or phone in class? Here are some reasons: look them up on your device (but not during class!)

- Weimer, Maryellen. "Students Think They Can Multitask. Here’s Proof They Can’t," The Teaching Professor Blog, September 26 2012.


presence and participation in class; moreover some research suggests that use of such devices detracts from deep learning (see box, previous page). Therefore, all such devices must be turned off (powered down entirely) and put away during the class period.

In order to create a safe space for all seminar participants, audio or visual recording of any kind is not permitted at any time.

7.5. Threatening or Violent Behavior. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per “Instructor Withdrawal of a Student for Disruptive Classroom Behavior” http://www.asu.edu/aad/manuals/ssm/ssm201-10.html

7.6. Academic Integrity. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort, unless otherwise instructed. Students are expected to adhere to ASU’s Code of Academic Integrity, which states, “Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments.” Failure to do this may result in a grade of XE (academic dishonesty), an investigation, a hearing, sanctions, and possibly expulsion from the Honors College and ASU. If you are unsure about academic integrity please consult: http://libguides.asu.edu/integrity. ASU’s academic integrity policy can be found at: https://provost.asu.edu/index.php?q=academicintegrity

7.7. Objectionable or Disturbing Materials and Topics.
Although some students may deem some course content offensive, such materials are deemed important for the learning process. The classroom is a safe space in some senses (hate speech or slurs related to race, ethnicity, class, gender, sexuality, or ability status will not be tolerated). In other important senses it is not a safe space at all: we are here to be disturbed, perturbed, shaken, decentered, and indeed offended by the full range of human thought and creativity. Students are not excused from interacting with potentially offensive materials, but they are certainly encouraged to express well-formed opinions that express their objections and their reasons for them.

8. Resources

8.1. Help for students having difficulty with writing. The Barrett Writing Center is available to assist Barrett students with their papers for all their classes. 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 individual tutoring on writing papers for the Human Event and your other 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://honors.asu.edu/ and click on "Current Students." Under Barrett Writing Center, you then can access tutoring schedules, appointment information, and academic background on the staff.

8.2. Help for students with a disability. Professional disability specialists and support staff at the Disability Resource Center facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Prior to receiving disability accommodations, verification of eligibility

Other Resources:

24-Hour Crisis Support
480-921-1006

Safety Escort Service
(safe walks or rides)
480-965-1515.
After hours, call ASU Police at
480-965-3456.

Student Services
(general help and advice)
480-965-2836
Sage North 110F

Out@ASU
(Help and resources for LGBTQ students and allies)
https://eoss.asu.edu/out

International Students and Scholars Center
https://students.asu.edu/international/issc
480-727-4776

Technical help for Blackboard
1-855-278-5080
from the Disability Resource Center is required. Qualified students who wish to request an accommodation for a disability should contact the DRC by going to https://eoss.asu.edu/drc, calling 480-965-1234 or emailing DRC@asu.edu.

8.3. Help for students experiencing discrimination. ASU promotes equal opportunity through affirmative action in employment and educational programs and activities. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, sexual orientation, gender identity, age, disability and qualified veteran status. If you are experiencing such discrimination in any aspect of your life at Barrett, contact the Office of Equity and Inclusion at https://cfo.asu.edu/hr-equityandinclusion or 480-965-5057.

8.4. Help for victims of sexual assault. Sexual assault can happen to anyone: any gender, any age, any socio-economic status, any profession, any ethnic or racial identity, any sexual orientation, any religious affiliation, anyone. You are not alone. We strongly encourage victims of sexual violence, sexual harassment, stalking and relationship violence to seek support and report the incident. For help, support, and guidance, go to https://eoss.asu.edu/wellness/SVHelp or https://sexualviolenceprevention.asu.edu/. You can also choose to contact ASU Police at 480-965-3456, the ASU Student Rights and Responsibilities office at 480-965-6547, and/or the national RAINN Sexual Assault Hotline at 1-800-921-1006.

You can also talk to me: I won’t turn you away. However, I am not a trained trauma-informed first responder. Also, by law, I must report allegations of sexual assault or sexual harassment to the Office of Student Rights and Responsibilities: I cannot offer confidentiality. For confidential support and assistance, call ASU Counseling at 480-965-6146, or RAINN at 1-800-921-1006.

8.5. Help for students experiencing emotional concerns, personal crises, and problems adjusting to college. ASU Counseling Services offers confidential, personal counseling and crisis services. Go to https://eoss.asu.edu/counseling or call 480-965-6146. Counseling Services can be found in the Tempe Student Services Building, rm. 334. Walk-ins are OK.

Credits. Some aspects of this syllabus are adopted from the Barrett Honors College Syllabus Information Guide, from the websites of various ASU resource centers, and from the syllabi and assignment sheets of other Barrett Honors Fellows. Special thanks to Dr Mary Ingram-Waters, Dr Sarah Graff, and Dr Jacque Scott, from whom I have stolen liberally. The Online Participation assignment is borrowed (with permission and thanks) from Ken Derry of the University of Toronto. Those interested in Dr Derry’s interesting approach to participation can read his essay “Say What You Will: Further Adventures in Grade Renunciation” (Journal of the American Academy of Religion (vol. 82 no. 2, 2014), at jaar.oxfordjournals.org/content/82/2/356.full?sid=1b89cbe0-09d1-4fb0-abf9-b75b9fde6768.


That was a long syllabus, with lots of details and rules and due dates and criteria and numbers and requirements and stuff. Don’t worry: you’ll get the hang of this. Read it a few times, ask questions, come to office hours. This class is hard, but you are up to the challenge.