

Honors 2105: Colloquium on the Contemporary World Infused with Proficiencies of Reading/Writing and Critical Thinking

Spring Term 2016

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Course Goals

- Continue the conversations of the previous Honors Colloquia that engage students and faculty in explorations and analyses of the ideas, events, themes, and questions of the contemporary world in global settings.
- Engage with the texts, artwork, themes, and events in thoughtful and critical ways in and beyond the classroom.
- Focus on critical reading and discussion of texts, art, music, film, and other media that express the varieties of human creativity and expression in the contemporary world.
- Work on the clarity and elegance of students' writing in their responses to and critiques of course material.
- Help students to continue to refine their capacities for understanding and critical evaluation of information, claims, and arguments presented in course materials and in their own responses to these materials.
- Hold students and faculty to the highest standards of intellectual excellence in thinking, speaking, writing about the broad range of topics presented in the course.
- Act as the integrative and culminating experience of the four Honors Colloquia to help prepare students for informed, thoughtful, and morally-grounded engagement with the challenges that await them in the 21st century.

Course Texts

Anthologies

- Course Packet. This packet will be distributed during the first class session. Students will be asked to pay a small fee to cover production costs for this packet (exact fee TBD, but it will be no more than \$10)
- *The Broadview Anthology of Social and Political Thought: The Twentieth Century and Beyond* (Broadview, 2008)
- *The Communist Manifesto and other Revolutionary Writings* (Dover Publications)
- *Sources of Chinese Tradition* (from previous Colloquia)

Other Books

- Conrad, Joseph. *Heart of Darkness*. Dover.
- Douglass, Frederick, *Narrative of the Life of an American Slave, 1845*, Dover.

From Previous Colloquia

- *The Miniature Guide to Critical Thinking: Concepts and Tools*.
- *The Bedford Handbook*

Classroom Policies

Regular and punctual attendance is required. Since one class period is equivalent to a week's work in a three-credit course, absence from class is tolerated only for the most serious reasons. If an absence from class is unavoidable, please notify your professors as soon as possible. Please refer to the criteria for evaluating course participation on p. 5 of this syllabus. There you will note that three or more absences will result in a failing grade for course participation.

Policy on electronic devices: no laptops, tablets, or smartphones are to be used during class period.

As a Seton Hall University reading/writing-intensive course, HONS 2105 includes a significant amount of formal and informal writing, several hours of academic and professional reading per week, all contributing to at least one-third of the total course grade.

Course Activities and Grading

Reading

Reading assignments are specified in the course calendar. Students are expected to read all assigned material before class and come to class prepared for informed and lively discussions.

Class Participation (15%) [See final page of syllabus for criteria for evaluating class participation.]

Since a major component of this course is active engagement with the readings and the remarks of students and faculty, your focused and substantial participation is essential for your growth and for the quality of our time together as a community of scholars. Class attendance is also included in this section of your grade.

Discussion Leaders (5%)

All texts are discussed in class and are led by student discussion leaders who must meet with one of the instructors a week prior to their presentation. Discussion leaders provide an overview of the material, the author, the genre of writing, guided by the Critical Thinking Worksheet for Analyzing a Text. Use a powerpoint with pertinent visuals for your presentation. Plan on a 6-8 minute presentation to the class on your author and text. Prior to leading the discussion in class, the discussion leader(s) will post five or six discussion questions on Blackboard. For the Tuesday discussion, please post your questions by Sunday night and for Thursday, post them by Tuesday night. Students sign up online for their texts and the assigned date.

Quizzes (10%)

Short, intense, quizzes (or other in-class writing assignment) will be given on a daily basis to discern your knowledge of and preparedness to discuss class readings.

Midterm Exam (15%) and Final Exam (20%)

Essay and short answer tests according to pre-announced schedule.

Papers (35% -- 7.5%, 7.5%, 20%)

Students are required to complete a series of three formal essays over the course of the semester. While each is a self-contained assignment, they are designed to build off one another and help students develop skills in analysis and argumentation.

Paper 1: The first paper is a 5-7 page comparative essay. It requires students to identify an issue of debate and compare and contrast the views found within two of the common course readings the class has examined up to that point in the semester. Students should be able to demonstrate close engagement with the texts and an ability to articulate the positions held by those they have read.

Paper 2: The second paper is a 5-7 page essay that asks students to develop their own argument on a topic or course reading in relation to a secondary author's "expert opinion." In other words, they have to engage

with scholarly analysis and develop their own view in relation to it. A selection of secondary texts will be provided by the course instructors.

Paper 3: The final paper, worth 20% of the course grade, is a 10 page (3,500 word) term paper that asks students to develop an argument on the trajectory of “contemporary civilization” based on their reading of the common course texts and *very circumscribed* engagement with secondary works. More specifically, they are asked to respond to the following:

What defines contemporary civilizations? What animating ideas, beliefs, struggles, transformations, or desires have defined the contemporary world? For their major paper, students are asked to identify and analyze a discrete topic or theme that they see as central to the emergence or development of contemporary civilizations, broadly defined. Students choose a topic that deals with one or more of the readings from the course in substantial and analytical ways. One should focus on events, persons, texts, ideas, art works, themes, questions, or social movements that are presented in the readings for the course. The paper should demonstrate the student’s ability to engage in a degree of comparative analysis, tracing how that topic or theme was manifest across time, culture, or place. As part of the paper, students need to make a case for the significance of their topic or theme to contemporary world, but are otherwise free to develop and shape their own argument as they see fit.

Deadlines as follow:

Tuesday, March 15: Submission of topic or theme (approximate 200 words) along with a list of common course texts to be used. (1%)

Tuesday, March 22: Submission of annotated bibliography of secondary sources to be consulted (1%)

Thursday, March 31: Draft of your thesis paragraph and a major section of your paper (3-4 pages). This will be graded according to the elements and standards of critical thinking, as explained on p. 21 of the *Miniature Guide* (2%)

Tuesday, April 19: Submission of final paper with abstract (16%)

Grade Summary:

- Class participation 15%
- Discussion leader for texts in class: 5%
- Quizzes: 10%
- Short Papers 15%
- Major paper: 20%
- Midterm exam: 15%
- Final exam: 20%

Academic Integrity

Any instance of cheating, plagiarism, or otherwise representing the words or work of others as your own is a violation of honesty and academic integrity and will render the student liable to serious penalties, including but not limited to referral to Honors director and Office of the Dean of the College of Arts and Sciences.

Disability Statement

Students who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The office is located in Duffy Hall (Rm. 67), phone: 973-313-6003 [DSS@shu.edu]. We are committed to accommodating any identified disabilities so please contact one of us as soon as possible about your situation.

Criteria for evaluating class participation	Grade range
<ul style="list-style-type: none"> - participates actively and voluntarily every class by contributing to discussion - demonstrates familiarity with readings - answers questions knowledgeably - asks questions relevant to readings and displaying intellectual curiosity - always brings relevant texts to class - responds to others' comments with respect and interest - takes responsibility for the success of the class on a daily basis 	<p>A</p> <p>(if all of these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates voluntarily and actively most days and at least every week - shows some familiarity with readings - always brings relevant texts to class 	<p>B</p> <p>(if all these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates occasionally and/or usually only when called upon - shows some familiarity with readings, but little specific knowledge - does not always have relevant texts in class 	<p>C</p> <p>(if one or more of these criteria are present)</p>
<ul style="list-style-type: none"> - in general, responds only when called upon - does not ask or answer questions - does not always seem prepared - does not always have relevant texts in class - takes no discernible active role in class - comes late to class - brings food to class, checks cell phone, does work for other classes - shows lack of respect to classmates or teacher 	<p>D – F</p> <p>(if one or more of these criteria are present)</p>
<ul style="list-style-type: none"> - has more than the equivalent of 3 absences 	<p>F for course participation</p>

Course Schedule

Tues., Jan. 12	<p>Introduction</p> <p>Discussion of syllabus and assignments Coal: the first fossil fuel and its importance for industrialization; application to the textile industry in England.</p> <p>Hudson River school of painting: Thomas Cole, Asher Durand, Frederic Edwin Church viewing a selection of their paintings.</p>
Thurs., Jan. 14	<p>Liberalism & Nationalism</p> <ul style="list-style-type: none"> • J.S. Mill, from <i>On Liberty</i> Course Packet (hereafter CP), pp. 1-13
Tues., Jan. 19	<p>Revolutionary Writings</p> <ul style="list-style-type: none"> • Karl Marx and Frederick Engels, <i>The Communist Manifesto</i> in <i>Communist Manifesto and other Revolutionary Writings</i> (hereafter CMORW), pp 123-150
Thurs., Jan. 21	<p>International Slave Trade and the Abolitionist Movements</p> <ul style="list-style-type: none"> • Frederick Douglass, Selections from <i>Narrative of the Life of an American Slave</i> (Dover Thrift Edition) – chapters 1, 2, 6, 10 • Frederick Douglass <i>What to the Slave is the 4th of July?</i> (CP 14-16) • William Lloyd Garrison, Inaugural editorial from <i>The Liberator</i> (CP 17-18) • William Lloyd Garrison <i>The Governing Passion of my Soul</i> (CP 19-20)
Tues., Jan. 26	<p>Women’s Rights</p> <ul style="list-style-type: none"> • Sojourner Truth, <i>Ain’t I a Woman?</i> (CP 21) • Elizabeth Cady Stanton, <i>Seneca Falls Declaration of Rights and Sentiments</i> (CP 22-24) • Elizabeth Cady Stanton, <i>Solitude of Self</i> (CP 25-30)
Thurs., Jan. 28	<p>China in the Mid-19th Century</p> <p>PAPER 1 DUE</p> <ul style="list-style-type: none"> • Lin Zexu, <i>Letter of Advice to Queen Victoria</i> and the text of the Treaty of Nanjing; the Opium Wars (<i>Sources of Chinese Tradition</i> (hereafter SCT) pp 198-212 • Moderate Reform and the Self-Strengthening Movement (SCT 233-249)
Tues., Feb. 2	<p>Methods of the Natural Sciences: Empiricism, Induction, and the Scientific Method</p> <ul style="list-style-type: none"> • Charles Darwin, <i>Origin of Species</i>, chap. 14 (CP 31-39) • Charles Darwin, <i>Descent of Man</i>, intro and chap. 4 (CP 40-49)
Thurs., Feb. 4	<p>Reaction against Reason</p> <ul style="list-style-type: none"> • Nietzsche, <i>Parable of the Madman</i> and excerpts from <i>Twilight of the Idols</i> and <i>Thus Spoke Zarathustra</i> (CP 50-62)

Tues., Feb. 9	Imperialism <ul style="list-style-type: none"> • Rudyard Kipling, <i>The White Man's Burden</i> and <i>If</i> (CP 63-64) • Joseph Conrad, <i>Heart of Darkness</i> • George Orwell, "Shooting an Elephant" (online)
Thurs, Feb. 11	China in the Early 20th Century <ul style="list-style-type: none"> • Sun Yat-Sen and the Nationalist Revolutions (SCT 314-330; 337-347)
Tues. Feb. 16	Methods of the Social Sciences: Freud and the Methods of Psychoanalysis <ul style="list-style-type: none"> • Sigmund Freud, <i>Five Lectures on Psychoanalysis</i> (CP 65-81) <p>Note: During this class session, we will begin a review for the midterm exam.</p>
Thurs. Feb. 18	Methods of the Social Sciences: Birth of Sociology <ul style="list-style-type: none"> • Durkheim, Excerpts from his writings (CP 82-87) • Weber, "Politics as a Vocation" (Broadview 52-61)
Tues. Feb. 23	The Great War and Russian Revolution <ul style="list-style-type: none"> • Margaret MacMillan, "The Great War's Ominous Echoes" (CP 88-91) • War journals from the front Pvt. Donald Fraser, <i>Journal 1916</i> (CP 92-102) • V.I. Lenin, "What Is to Be Done," (1903) (Broadview 23-27) • L.Trotsky, "Vodka, the Church, and the Cinema," (1923) (CP 103-105) • Emma Goldman, "Anarchism: What it Really Stands For" (Broadview 16-21)
Thurs. Feb. 25	Midterm exam <p>After Exam: Modernism in music, art, film:</p> <ul style="list-style-type: none"> • Igor Stravinsky <i>The Rite of Spring</i> • Bunuel and Dali, <i>Un Chien Andalou</i>
Tues., March 1	Spring Break – No classes
Thurs., March 3	Spring Break – No Classes
Tues., March 8	The Holocaust <ul style="list-style-type: none"> • Adolph Hitler, from <i>Mein Kampf</i> (CP 106-115) • Excerpts from <i>Der Stuermer</i> (online) • Hannah Arendt, <i>Eichmann in Jerusalem</i> (CP 116-129)

Thurs., March 10	<p>Communist Revolution in China and Mao's Regime</p> <ul style="list-style-type: none"> • SCT, pp. 406-12; 452-55; 458-65; 474-81 • Mao Zedong, <i>Manifesto of the Chinese People's Liberation Army</i> (CMORW 259-264).
Tues., March 15	<p>Vatican II</p> <ul style="list-style-type: none"> • <i>Nostra Aetate</i> (CP 130-132) • <i>Gaudium et Spes</i> (excerpts) (CP 133-143)
Thurs., March 17	<p>Decolonization</p> <ul style="list-style-type: none"> • Mahatma Gandhi, "Satyagraha" (Broadview 183-186) • Franz Fanon, <i>The Wretched of the Earth</i> (Broadview 190-201)
Tues., March 22	<p>Race and Civil Rights in the U.S.</p> <ul style="list-style-type: none"> • WEB DuBois, "Of Our Spiritual Strivings" (Broadview 154-157) • Martin Luther King, Jr., "Letter from Birmingham Jail" (Broadview 173-181) • Malcolm X, "The Ballot or the Bullet" (online) • Barack Obama, Charlestown Eulogy (CP 144-148)
Thurs., March 24	<p>HOLY THURSDAY</p>
Tues., March 29	<p>Science, New Technologies, and Epistemological Questions</p> <ul style="list-style-type: none"> • Michel Foucault, <i>Discipline and Punish</i> (Broadview 108-125) • Bertrand Russell, "ICARUS or the Future of Science" (CP 156-165) • Thomas Kuhn, "The Structure of Scientific Revolutions" (CP 166-176)
Thurs., March 31	<p>Women's Movement: Second and Third Waves</p> <ul style="list-style-type: none"> • Simone de Bouviour, <i>The Second Sex</i> (Broadview 161-170) • National Organization for Women, "Statement of Purpose," (CP 149-152) • Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" (CP 153-155) • Jennifer Baumgardner, "Is There a Fourth Wave and Does It Matter" (online)
Tues, April 5	<p>Contemporary Catholicism</p> <ul style="list-style-type: none"> • Dorothy Day, "Aims and Purposes" (CP 202-203) • Archbishop Oscar Romero, "The Political Dimension of Christian Love" (CP204-207) • Joseph Ratzinger, "Europe's Crisis of Culture" (online)

Thurs, April 7	<p>Contemporary Islam</p> <ul style="list-style-type: none"> • Seyyed Hossein Nasr, “Reflections on Islam and Modern Thought,” (CP 177-189) • Seyyed Hossein Nasr, Interview, (CP 190-194) • Osama bin Laden, “Letter to the American People” November 2002 (CP 195-201)
Tues., April 12	<p>Justice and Rights</p> <ul style="list-style-type: none"> • Isaiah Berlin, “Two Concepts of Liberty” (Broadview): pp. 344-350, 362-370 • John Rawls, from <i>A Theory of Justice</i> (Broadview): pp. 268-73, 278-96 • Susan Moller Okin, from <i>Justice, Gender and Family</i> (Broadview): pp. 489-92, 494-511
Thurs., April 14	<p>Multiculturalism and Inequality</p> <ul style="list-style-type: none"> • Will Kymlica, from <i>Multicultural Citizenship</i> (Broadview 410-426) • “The New Jim Crow” – interview with Michelle Alexander (via NPR)
Tues., April 19 TERM PAPER DUE	<p>Global Citizenship and Development</p> <ul style="list-style-type: none"> • Friedrich Hayek, <i>The Road to Serfdom</i> (online) • Amartya Sen, from <i>Development and Freedom</i> (Broadview 440-451) • Martha Nussbaum, “<i>Human Capabilities, Female Human Beings</i> (Broadview: 453-474)
Thurs., April 21	<p>China Today</p> <ul style="list-style-type: none"> • Contemporary Chinese re-evaluations, (<i>SCT</i>. 570-583) • Zheng Bijian, “China’s ‘Peaceful Rise’ to Great Power Status.” 2005 (online) • <i>The China Charter</i> (2008) (online)
Tues., April 26	<p>Globalization and Environmental Issues</p> <ul style="list-style-type: none"> • Bill McKibben, <i>The End of Nature</i> (CP 208-209) • Pope Francis, <i>Laudato Si</i> (CP 210-219) • Reports from the IPCC, Summary for Policymakers 2014, pp. 1-19 (online in Bb – charts are best viewed online in color) <p>Note: During this class session, we will begin a review for the final exam.</p>
Thurs, April 28	<p>Special Assignment: Each student is asked to identify one issue of importance for the next decade.</p> <p>Note: During this class session, review for the final exam will continue.</p>
	<p>Final Examination:</p>