

# HONS 2105 - Colloquium on the Contemporary World

## Spring 2021

### Course Description:

In many ways this colloquium continues and develops ideas we have encountered in the previous colloquia – especially the Colloquium on the Early Modern World. There is a sense in which throughout the four colloquia our attention has been gradually drawn from east to west. The first colloquium focuses heavily on Asian traditions while also giving significant thought to ancient Greece and Rome. The Colloquium on the Medieval World likewise gives extensive attention to China, the Middle East, and North Africa, while also tracing the emergence of a new distinctively European civilization. The third colloquium concentrates heavily on European developments – especially the various modern “revolutions” in the spheres of philosophy, politics, religion, and science - while also considering the encounters between European civilization and other parts of the world – in particular the European exploration, colonization, and conquest of vast areas of the Americas. While continuing to approach the period under consideration from a global perspective, the fourth colloquium will give a good deal of attention to how modern ideas and movements have played out in the Americas.

As is the case with all four of the Honors colloquia, this course is structured by two overarching questions. The first question asks how various understandings of what it means to be human lead to particular understandings of political and social life (or vice versa). Another way of framing this question is to ask, “What is the best way to live?” The second question is concerned with what constitutes knowledge – what can we know, how do we know it, and what difference does it make? This question is inseparable from the further question of the nature of ultimate reality, and the relationship of this reality to human affairs.

We hope that the Honors colloquia expand your horizons by exposing you to ways of looking at the world that may be quite different from those to which you are accustomed. Part of the excitement of this effort is discovering how the world looks to others, and how that view of the world can directly challenge our own assumptions. Our work is a work in common; we are reading on our own, but also conversing together about what we have read. This is, in fact, what the term “colloquium” means. We need to listen carefully to each other, realizing that each of us has contributions to make to this common project we call our class. We expect that the discussions we have in class are just the beginning of further conversations you have with each other outside of class as well.

### HONS 2105 Faculty – Spring 2021

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### **Important reminders during the pandemic:**

Given our current situation, we all have to adapt and to follow certain practices in order to help preserve the well-being of others as well as ourselves. You may already be familiar with much of what follows, but for the safety of all it bears repeating here.

1. Masks must be worn in the classroom at all times. If you do not have a mask on you will not be permitted to enter the classroom. Masks need to cover your nose and your mouth, and they need to be in place before entering not only the classroom, but the building in which class takes place.

Likewise, when a break is given in class, do not slip down your mask. Although it may be inferred that the requirement to wear a mask disallows the eating and drinking of food during class, let it be stated here explicitly that eating and drinking during class is prohibited.

2. Observe social distancing during the break in class. Do not congregate together in the hallway or sit next to one another in the public areas. If the weather is not conducive to going outside, disperse throughout the building. It is self-defeating if we observe proper precautions while in the classroom, but disregard them outside the classroom.
3. Chairs in classrooms have been arranged in a manner to preserve required social distancing, so do not move or rearrange them.
4. If you have chosen Hyflex learning, then you are required to be in the classroom on your assigned day of the week – classroom attendance is not optional. Attending remotely on a day when you are expected to be physically present in class does not count as an absence, but it will affect your participation grade negatively. Of course this does not pertain to those cases where there is a legitimate medical reason not to come to class in accordance with Seton Hall's pandemic regulations and practices.
5. Do not come to the classroom on days when you are not scheduled to be there. The number of seats in each classroom has been determined for safety reasons according to state regulations. We are not permitted to have more than the designated number of people in the room.
6. Matters having to do with class attendance and class participation can be found below under course requirements.
7. As the semester continues, and if things seem to be going along smoothly, we may be tempted to relax our observance of these requirements. But out of regard for the welfare of all, this must not happen. Wearing a mask is annoying, intrusive, and uncomfortable; but it is not going to be a permanent feature of your college experience, and during this pandemic it is necessary. For the sake of the common good, we must all do what is required of us for the duration of the semester.

### **Course Objectives:**

#### **On completion of this course, you should be able to:**

1. discuss the principal ideas embodied in the texts we have studied;
2. relate these ideas to their historical contexts, and compare them with each other;
3. carefully analyze and write clearly about the meaning of a text;
4. compare texts and draw conclusions on the basis of close reading and critical analysis.

**Proficiencies:** This course satisfies the requirements for both the Critical Thinking and the Reading/Writing proficiencies, which are required as part of the University Core Curriculum. In addition to the content, subject matter, and themes of the course, it is also crucial to develop those skills and practices that help us read carefully, understand precisely, and articulate our insights clearly. Not only are these skills cross-disciplinary; they are an essential component in our development as intelligent persons.

The requirements for this Colloquium have been designed with this goal in mind. Readings for the course are taken entirely from primary sources. This is based on the conviction that it is good to read and analyze the authors' own words, rather than beginning with what others have written about them. A goal of the course is to increase your ability and confidence in being able to read and analyze primary texts. See below under "Course Requirements" for more details.

It is one thing to run your eyes over the words on a page; it is quite another to read attentively and critically. The Critical Thinking proficiency is geared toward developing your abilities to understand and think through the course readings. This means, among other things, learning to read texts carefully, being able to follow the author's train of thought, becoming attentive to nuance within a text, and being able to articulate your insights clearly and precisely, both in your writing and in class discussion. Critical thinking also means raising questions about what an author has to say. Is the author's point convincing? Why or why not? How does a particular author's point of view compare with that of another author dealing with the same issue? Who do you think is right? Not only is critical thinking an essential component in reading texts; it is also

necessary to apply to your own writing, so that what you write comes across as clear, well-organized, and coherent. Course assignments, exams, and class discussions are all opportunities to develop your critical reasoning.

### **Required Texts:**

Course readings will be taken from the following texts and the course packet. You should have hard copies of all the required texts. Be sure to purchase the correct editions. Accessing texts by laptop or other electronic means is not permitted in the classroom.

1. *Classics of American Political & Constitutional Thought. Volume 2: Reconstruction to the Present* (Hackett Publishing) ISBN-13: 978-0-87220-885-8
2. *The Communist Manifesto and other Revolutionary Writings* (Dover) ISBN-13: 978-0-486-42465-1 (You should already have this from the 3<sup>rd</sup> colloquium)
3. *Keen's Latin American Civilization. Volume Two: The Modern Era*, 10<sup>th</sup> edition (Westview) ISBN-13: 978-0-8133-4891-9
4. *The Norton Anthology of World Religions: Islam* (Norton) ISBN-13: 978-0-393-35502-4 (You should already have this from the 2<sup>nd</sup> colloquium)
5. *Sources of Chinese Tradition. Volume Two: From 1600 through the Twentieth Century*, 2<sup>nd</sup> edition (Columbia UP) ISBN-13: 978-0-231-11271-0 (You should already have this from the 3<sup>rd</sup> colloquium)
6. Rutger Bregman, *Utopia for Realists* (Little, Brown) ISBN-13: 978-0-316471916
7. Jamaica Kincaid, *Annie John* (Farrar, Straus and Giroux) ISBN 0-374-52510-2
8. Gabriel Garcia Marquez, *In Evil Hour* (Harper Perennial) ISBN 978-0-06-091964-1
9. Simon Wiesenthal, *The Sunflower*, revised and expanded edition (Schocken Books) ISBN 978-0-8052-1060-6

### **Course Requirements**

**1. Participation:** Class participation counts for 20% of your final grade. This course is meant to be a genuine colloquium: an ongoing conversation about the readings and the questions that arise from them. Your preparation for each conversation will include your reading the assigned text(s) before the class. Obviously, active participation is important in this type of class, and each person's input is valuable. Whether attending in person *or remotely*, come to class prepared to discuss the readings, even if that means just asking relevant questions about material you did not understand. Come to class prepared to be active and engaged. The participation grade depends on both the quality and the quantity of your participation.

Obviously the most basic form of class participation is regular attendance. Attendance is mandatory, whether you're taking the class in person, HyFlex, or remotely. If you are not going to be in class on any given day, whether in person or in TEAMS, we expect an email from you explaining why you are unable to attend.

Unless you are ill or have cleared it with your professors, you are expected to be in the classroom on your assigned classroom day. On your remote day, you are expected to attend on TEAMS. If, for reasons of health, self-quarantine, or some other obstruction, you need to attend remotely on a day you are scheduled to be in class, you need to email your professors ahead of time, and you will be expected to attend class in TEAMS. The TEAMS session will begin and end at the same time as the in-person meeting of the class. Those attending remotely will be expected to arrive on time, stay for the entire class, and participate along with those in the classroom.

Those who miss either half of class will be considered absent for the entire class. In cases of an extended absence (due to serious illness or emergency) you must notify the Office of Student Affairs so that the office can notify your professors. As a rule, please contact the Office of Student Affairs if you expect to be out for more than 3 consecutive classes. If you are a student athlete, please speak to your professor about how many classes you may need to miss for sporting events. The Athletic Department will reach out to your professor. If you stop attending class, it does not mean you have withdrawn from the course. In order to withdraw you have to fill out a withdrawal form (obtainable from the dean's office or the Honors office). Non-attendance is not withdrawal. Being late 3 times is the equivalent of one absence. This includes returning to class late after

the break. Chronic lateness is disrespectful and disruptive of the learning process. While a break is given during class, the timing of the break is at the discretion of your professors. Please take care of personal matters before class (e.g., bathroom, meals, etc.); apart from an emergency there is no good reason to get up and leave the classroom while class is going on. Regardless of the reason (with the exception of those absences for which your professors have received notification from Student Affairs), more than 3 absences will result in a failing grade for class participation; more than 7 absences will result in a failing grade for the course.

Since this is a text-based class, having the required texts with you in class is essential – it is not optional. Bring the necessary hard copies of the texts with you to class and have them with you if you are attending class remotely; failure to do so will negatively affect your grade, since it indicates a lack of preparedness. Doing work for other classes during this class is unacceptable. Electronic devices (laptops, etc.) may not be used while physically present in the classroom. Please silence your cell phones before class, put them out of sight and do not check for text messages. Texting is appropriate during your private time, but it is disrespectful toward your classmates and teachers when done in class.

Whether in the classroom or attending remotely, our class is a form of community. This includes seeing one another. Online learning will be part of our lives this semester. Turn on your camera during class time. Please be sure to turn your microphone on when you are trying to speak. Otherwise, while class is going on, please mute your microphone so that any background noises do not interrupt the class discussion. Check your SHU email account, notifications on Microsoft Teams, Blackboard Assignments, etc. --at least once a day--so as to keep regular pace with the class. Please always check before class and before leaving the house/your dorm room to attend class, in case the instructor has needed to run the class remotely on any given day. You are responsible on a daily basis to keep up to date with what is happening in our class.

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

- brings food to class, checks cell phone, does work for other classes -shows lack of respect to classmates or teacher	
- has more than the equivalent of 3 absences	F

Volunteering to read in class is helpful and welcome, but it is no substitute for active class participation.

2. Quizzes (20%) There will be a quiz every class. No make-ups on quizzes without documentation from a medical professional. Quizzes must be made up within a week of the date of the missed quiz. No more than 2 quizzes can be made up, except in cases of verified extended illness.

3. Papers (20%) Two 7-8-page papers will be assigned during the course of the semester, requiring you to analyze primary sources we will be reading for class. The first paper will be a comparative essay and the second will require you to trace a particular idea or theme across several readings, These are not a research papers; the goal is to be able to understand the texts accurately and to write about the question clearly and with nuance, while being able to substantiate your interpretation by careful and thorough use of textual citations. Papers must be submitted electronically by 11:59 of the due date. Late papers will be graded no higher than a "B."

4. Midterm (20%) A midterm exam will be given.

5. Final Exam (20%) The final exam for the course will be oral. It will be based upon comprehensive questions provided in advance. Individual exam appointments will be arranged, and the exams will be offered at several times during the final exam period.

**Academic Integrity Statement:** At the same time, however, we expect that any work you submit as yours, whether a review, a paper, or an examination, will be your own work, and not that of another. Any citation of another's words or ideas (other than matters of common knowledge), whether by direct quotation or virtual paraphrase, must be appropriately indicated by quotation marks, footnotes or indication in the text itself. Copying or downloading a block of material and changing a few words does not make the resultant text your own; always indicate your sources. Violation of this standard will render you liable to serious consequences.

### **Grading scale**

93-100 A	90-92 A-	86-89 B +	83-85 B	80-82 B-
76-79 C +	73-75 C	70-72 C-	66-69 D +	63-65 D
60-62 D-	0-59 F			

**Disability Services Statement:** Students at Seton Hall University 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 to 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 DSS phone number is 973-313-6003. For further information, please go to <http://studentaffairs.shu.edu/health/DisabilitySupportServices.html>.

**Course Schedule**

Thursday, Jan. 28	<p><b>19<sup>th</sup> Century Liberalism</b></p> <ul style="list-style-type: none"> <li>• J.S. Mill, <i>On Liberty</i> selections (Course Packet, hereafter referred to as CP 1-8)</li> <li>• William Graham Sumner, <i>What Social Classes Owe Each Other</i> (Classics of American Political and Constitutional Thought, hereafter CAPCT 163-69)</li> <li>• Pope Pius IX, “Syllabus of Errors,” selections (CP 9-10)</li> <li>• Francisco Bilbao, “The Nature of Chilean Society”(Keen’s Latin American Civilization, 10<sup>th</sup> edition, 35-38 – hereafter abbreviated as LAC)</li> <li>• Francisco Bilbao, “America in Danger,” (LAC 47-51)</li> </ul>
Tuesday, Feb. 2	<p><b>Communism and Revolution</b></p> <ul style="list-style-type: none"> <li>• Karl Marx and Frederick Engels, <i>The Communist Manifesto</i> in <i>Communist Manifesto and other Revolutionary Writings</i> (hereafter CMORW 123-42)</li> <li>• Karl Marx, <i>Economic and Philosophic Manuscripts of 1844</i> (CP 11-13)</li> <li>• Peter Kropotkin, “An Appeal to the Young” (CMORW 170-86)</li> </ul>
Thursday, Feb. 4	<p><b>Origins of the Women’s Rights Movement</b></p> <ul style="list-style-type: none"> <li>• Angelina Grimké, “Letter to Theodore Weld and John Greenleaf Whittier” (CAPCT pp. 5-8)</li> <li>• Sarah Grimké, “Letters on the Equality of the Sexes” (CAPCT pp. 8-13)</li> <li>• “The Declaration of Sentiments,” Seneca Falls (CAPCT pp. 16-18)</li> <li>• Elizabeth Cady Stanton, “Address to the New York State Legislature” (CAPCT pp. 18-26)</li> <li>• Sojourner Truth, <i>Ain’t I a Woman?</i> (CP 14)</li> </ul>
Tuesday, Feb.9	<p><b>Slavery and Its Legacy in the Americas</b></p> <ul style="list-style-type: none"> <li>• Slave Narratives (CP 15-24)</li> <li>• Frederick Douglass <i>What to the Slave is the 4<sup>th</sup> of July?</i> (CP 25-27)</li> <li>• Henry B. Brown, <i>Plessy v. Ferguson</i> (CAPCT 99-102)</li> <li>• John Marshall Harlan, <i>Plessy v. Ferguson</i>, Dissent (CAPCT 103-107)</li> <li>• Black Slavery under the Empire (LAC 102-04)</li> <li>• Joaquim Nabuco, O Abolicionismo, (LAC 104-14)</li> <li>• Jose do Patrocinio, “The Victory of the Abolitionist Cause (LAC 141-42)</li> </ul>

Thursday, Feb. 11	<p><b>Methods of the Natural Sciences: Darwin &amp; Evolutionary Thought</b></p> <ul style="list-style-type: none"> <li>• Charles Darwin, <i>Origin of Species</i>, chap. 14 (CP 28-36)</li> <li>• Charles Darwin, <i>Descent of Man</i> (Selections)4 (CP 37-46)</li> <li>• Peter Kropotkin, <i>Mutual Aid</i> - selections (CP 47-53)</li> <li>• Pope John Paul II, “Address to the Pontifical Academy of Social Science” (CP54-56)</li> </ul>
Tuesday, Feb 16	<p><b>Two Masters of Suspicion</b></p> <ul style="list-style-type: none"> <li>• Nietzsche, <i>On the Genealogy of Morality</i> - selections (CP 57-62)</li> <li>• Freud, <i>Civilization and Its Discontents</i> - selections (CP 63-70)</li> </ul>
Thursday, Feb. 18	<p><b>Latin America and Neo-Colonialism</b></p> <ul style="list-style-type: none"> <li>• Colombia: National Anthem (CP 71)</li> <li>• Colombian Constitution of 1886 (selections) (CP 72-80)</li> <li>• Jose Marti, “Our America,” (LAC 145-50)</li> <li>• Ruben Dario, “To Roosevelt” (LAC 340-42)</li> <li>• Jose Enrique Rodo, <i>Ariel</i> (LAC 332-35)</li> <li>• Jose Maria Vargas Vila, <i>Facing the Barbarians: The Yanqui, Behold the Enemy</i>, selections (CP81-83)</li> </ul>
Tuesday, Feb. 23	<p><b>Imperialism and Colonialism</b></p> <ul style="list-style-type: none"> <li>• J.S. Mill, “On Colonies and Colonization” (CP 84-86)</li> <li>• The Western Intrusion Into China (<i>Sources of Chinese Tradition, Vol 2</i>, hereafter SCT 198-205)</li> <li>• The Earl of Cromer: “Why Britain Acquired Egypt in 1882” (CP 87-88)</li> <li>• Frantz Fanon, <i>The Wretched of the Earth</i> selections (CP 89-91)</li> <li>• Mohandas Gandhi, “Ahmedabad Speech,”(CMROW pp.239-42)</li> <li>• Mohandas Gandhi, “Satyagraha,”(CMROW pp.249-58)</li> </ul>
Thursday, Feb. 25	<p><b>Study Day</b></p>
Tuesday, March 2	<p><b>The New Social Sciences</b></p> <ul style="list-style-type: none"> <li>• Emile Durkheim, <i>The Rules of Sociological Method</i>, selections (CP 92-95)</li> <li>• Max Weber, “Politics as a Vocation,” selections (CP 96-100)</li> <li>• Karl Popper, “The Poverty of Historicism” (CP 101-104)</li> <li>• Jonathan Rauch, “The Constitution of Knowledge” (CP 105-107)</li> </ul>
Thursday, March 4	<p><b>What Is Natural Science Knowledge Of?</b></p> <ul style="list-style-type: none"> <li>• Albert Einstein, “E=MC<sup>2</sup>” (CP 108-110)</li> <li>• Karl Popper, <i>The Logic of Scientific Discovery</i> – selections (CP 111-112)</li> <li>• Arthur Eddington, <i>The Nature of the Physical World</i> – selections (CP 113-115)</li> </ul>

Tuesday, March 9	<p><b>The Russian Revolution</b></p> <ul style="list-style-type: none"> <li>• Leon Trotsky, “The Proletariat and the Revolution” (CMROW 213-214)</li> <li>• V.I. Lenin, “The Tasks of the Proletariat in the Present Revolution”(CMROW 227-31)</li> <li>• Lenin, “Declaration of Rights of the Working and Exploited People”(CMROW 236-38)</li> <li>• Peter Kropotkin, “The Russian Revolution and the Soviet Government” (CMORW 243-48)</li> <li>• Kropotkin, “Two Letters to Lenin,” (CP 116-119)</li> </ul>
Thursday, March 11	<p><b>Islam and Modernity</b></p> <ul style="list-style-type: none"> <li>• Muhammad ‘Abduh, <i>The Theology of Unity</i>, (Norton Islam 531-39)</li> <li>• Mahmud Shaltut, <i>The Qur’an and Fighting</i>, (Norton Islam 548-56)</li> <li>• Sayid Ahmad Khan, “The Rights of Women,” (Norton Islam 597-600)</li> <li>• Sayid Qutb, <i>Milestones</i>, (Norton Islam 556-63)</li> </ul>
Tuesday, March 16	<p><b>World War I</b></p> <ul style="list-style-type: none"> <li>• Theobald von Bethmann-Hollweg, “German War Aims” (CP 120-121)</li> <li>• Werner Sombart, “Merchants and Heroes” (CP 122-123)</li> <li>• Lenin, “The War and Russian Social Democracy” (CP 124)</li> <li>• Herbert Wickens, Letter from the Front – 2<sup>nd</sup> Battle of Ypre (CP 125-127)</li> <li>• World War I poetry – selections (CP 128-130)</li> <li>• Rosa Luxemburg, “A Call to the Workers of the World” (CMROW 232-35)</li> </ul>
Thursday, March 18	<p><b>Nazi Germany</b></p> <ul style="list-style-type: none"> <li>• Adolph Hitler, from <i>Mein Kampf</i> (CP 131-139)</li> <li>• The Program of the NSDAP (CP 140-142)</li> <li>• The Horst Wessel Song (CP 143)</li> <li>• Hitler Youth (CP 144-146)</li> <li>• Bruno Heilig, “Why the German Republic Fell” (CP 147-155)</li> <li>• Wilhelm Stuckart and Hans Globke, “Civil Rights and the Natural Inequality of Man” (CP 156-160)</li> <li>• Pope Pius XI “Mit Brennender Sorge” (CP 161-163)</li> </ul>
Tuesday, March 23	<p><b>The Holocaust and the Establishment of the State of Israel</b></p> <ul style="list-style-type: none"> <li>• Simon Wiesenthal, <i>The Sunflower</i></li> <li>• The Balfour Declaration and timeline of the Middle East Conflict (CP 164-167)</li> <li>• The Partition of Palestine: UN General Assembly Resolution 181 (CP 168-171)</li> <li>• Declaration of Establishment of the State of Israel (CP 172-173)</li> </ul>

Thursday, March 25	<p><b>China: Nationalism and Communism</b></p> <ul style="list-style-type: none"> <li>• Sun Yat-Sen and the Nationalist Revolutions (SCT, pp 314-330)</li> <li>• Chiang Kai-Shek, “China’s Destiny” (SCT pp.344-47)</li> <li>• Mao Zedong, “The Chinese Revolution and the Chinese Communist Party,” (SCT pp. 412-16)</li> <li>• Mao Zedong, “On New Democracy,” (SCT pp. 418-23)</li> <li>• Mao Zedong, “The Dictatorship of the People’s Democracy,” (SCT pp. 423-25)</li> <li>• Mao Zedong, “On the Correct Handling of Contradictions Among the the People,” (SCT pp.459-64)</li> </ul>
Tuesday, March 30	<p><b>Study Day</b></p>
Tuesday, April 6	<p><b>Afro-Caribbean Writers</b></p> <ul style="list-style-type: none"> <li>• Jamaica Kincaid <i>Annie John</i></li> <li>• CLR James, <i>Beyond A Boundary</i>, selections (CP 174-177)</li> <li>• CLR James, “Revolution and the Negro” (CP 178-182)</li> <li>• CLR James, “Fanon and the Caribbean” (CP 183-185)</li> </ul>
Thursday, April 8	<p><b>Vatican II and Its Aftermath</b></p> <ul style="list-style-type: none"> <li>• <i>Nostra Aetate</i> (CP186-188)</li> <li>• <i>Gaudium et Spes</i> (excerpts) (CP 189-193)</li> <li>• Dorothy Day, “Aims and Purposes” (CP 194)</li> <li>• Ernesto Cardenal, “The Church in the Nicaraguan Revolution” (LAC pp. 236-41)</li> <li>• Pope Francis, <i>Laudato Si</i>, selections (CP 195-204)</li> </ul>
Tuesday, April 13	<p><b>Race and Civil Rights in the U.S.</b></p> <ul style="list-style-type: none"> <li>• Booker T. Washington, “Atlanta Exposition Address” (CAPCT 188-90)</li> <li>• W.E.B. Du Bois, <i>The Souls of Black Folks</i> (CAPCT 190-96)</li> <li>• Martin Luther King, Jr., “Letter from Birmingham Jail” (CAPCT 653-62)</li> <li>• Martin Luther King, Jr., “Mountaintop speech” (CP 205-211)</li> <li>• Malcolm X, “The Ballot or the Bullet” (CAPCT 664-74)</li> <li>• James Baldwin and William F. Buckley, “Debate at Cambridge University” (CAPCT 684-88)</li> <li>• Thurgood Marshall, “Remarks on the Bicentennial of the Constitution” (CAPCT 832-34)</li> </ul>

Thursday, April 15	<p style="text-align: center;"><b>Contemporary Islam</b></p> <ul style="list-style-type: none"> <li>• Pope Francis and Grand Imam Ahmed el-Tayeb, “Document on Human Fraternity for World Peace and Living Together” (CP 212-216)</li> <li>• Ebrahim Moosa, <i>The Debts and Burdens of Critical Islam</i> (Norton Islam pp. 590-96)</li> <li>• Ali Shari’ati, <i>Fatima is Fatima</i>, (Norton Islam pp. 607-18)</li> <li>• The Palestinian Charter (CP 217-220)</li> <li>• The Palestinian Declaration of Independence (CP 221-223)</li> </ul>
Tuesday, April 20	<p style="text-align: center;"><b>Latin American Literature: Gabriel Garcia Marquez</b></p> <ul style="list-style-type: none"> <li>• Gabriel Garcia Marquez, <i>In Evil Hour</i></li> <li>• Gabriel Garcia Marquez, <i>A Very Old man With Enormous Wings</i> (CP 224-227)</li> </ul>
Thursday, April 22	<p style="text-align: center;"><b>Post War Social Democracy and Liberalism</b></p> <ul style="list-style-type: none"> <li>• Eduard Bernstein, <i>Evolutionary Socialism</i>, “Preface” (CP 228-231)</li> <li>• “Declaration of Principles of the Socialist International,” 1989 (CP 232-233)</li> <li>• “Party Manifesto of the Christian Democratic Union of Germany,” 2007 (CP 234-235)</li> <li>• John Rawls, <i>A Theory of Justice</i> (CAPCT 774-77)</li> <li>• “An Interview With John Rawls,” <a href="https://www.commonwealmagazine.org/interview-john-rawls">https://www.commonwealmagazine.org/interview-john-rawls</a></li> </ul>
Tuesday, April 27	<p style="text-align: center;"><b>Contemporary Latin American</b></p> <ul style="list-style-type: none"> <li>• Ignacio Walker, “The Three Lefts of Latin America,” (LAC pp. 291-97)</li> <li>• Fidel Castro, “Interview” (LAC pp. 212-17)</li> <li>• Ricardo Vargas, “The Revolutionary Armed Forces of Colombia and Illicit Drug Trade” (LAC pp. 268-74)</li> <li>• Guillermo Gaviria Correa, <i>Diary of a Kidnapped Colombian Governor</i>, selections (CP 236-239)</li> <li>• Colombia Peace Agreement summary (CP 240--242)</li> <li>• Keough School of Global Affairs, University of Notre Dame, “State of Implementation of the Colombian Final Accord, December 2016 – April 2019” (CP 243-246)</li> <li>• NY Times, “Colombia’s Peace Deal Promised A New Era. So Why Are These Rebels Rearming?” <a href="https://www.nytimes.com/2019/05/17/world/americas/colombia-farc-peace-deal.html">https://www.nytimes.com/2019/05/17/world/americas/colombia-farc-peace-deal.html</a></li> <li>• International Crisis Group, “Colombia: Peace Withers amid the Pandemic” <a href="https://www.crisisgroup.org/latin-america-caribbean/andes/colombia/colombia-peace-withers-amid-pandemic">https://www.crisisgroup.org/latin-america-caribbean/andes/colombia/colombia-peace-withers-amid-pandemic</a></li> </ul>

Thursday, April 29	<p><b>Women's Voices</b></p> <ul style="list-style-type: none"> <li>• Amanda LaBarca, Of Man, Woman, and Time (LAC 193-96)</li> <li>• Eva Peron, On Women's Right to Vote (LAC 189-91)</li> <li>• Betty Friedan, "Our Revolution Is Unique" (CAPCT 715-17)</li> <li>• Ursula K. Le Guin, "A Left-Handed Commencement Address (CAPCT 830-32)</li> <li>• Amina Wadud, <i>Qur'an and Woman</i> (Norton Islam pp. 625-29)</li> </ul>
Tuesday, May 4	<p><b>LGBTQ Rights, Church, and Society</b></p> <ul style="list-style-type: none"> <li>• US Supreme Court, Obergefell v. Hodges, selections (CP 247-253)</li> <li>• Congregation for the Doctrine of the Faith, "Considerations Regarding Proposals to Give Legal Recognition to Unions Between Homosexual Persons" (CP 254-258)</li> <li>• James Alison, "Yes, But Is It True?" <a href="http://jamesalison.com/yes-but-is-it-true/">http://jamesalison.com/yes-but-is-it-true/</a></li> <li>• Austen Ivereigh, "Defending Marriage Is Not Enough" <a href="https://www.commonwealmagazine.org/defending-marriage-not-enough">https://www.commonwealmagazine.org/defending-marriage-not-enough</a></li> </ul>
Thursday, May 6	<p><b>Possibilities</b></p> <ul style="list-style-type: none"> <li>• Thomas Merton, "Learning to Live" (CP 259-267)</li> <li>• Rutger Bregman, <i>Utopia for Realists</i></li> </ul>
Tuesday, May 11	<ul style="list-style-type: none"> <li>• Rutger Bregman, <i>Utopia for Realists</i></li> </ul>