

HONS 2105 - Colloquium on the Contemporary World Spring 2024

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 2024

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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 – Revised 1st Edition* (Hackett Publishing) ISBN-13: 9781647920218
2. *-The Communist Manifesto and other Revolutionary Writings* (Dover) ISBN-13: 978-0-486-42465-1 (You should already have this from the 3rd colloquium)
3. *The Colombia Reader*, (Duke University Press) ISBN-13: 978-0822362289 (You should already have this text from the Third Colloquium)
4. *The Norton Anthology of World Religions: Islam* (Norton) ISBN-13: 978-0-393-35502-4 (You should already have this from the 2nd colloquium)
5. *Sources of Chinese Tradition. Volume Two: From 1600 through the Twentieth Century*, 2nd edition (Columbia UP) ISBN-13: 978-0-231-11271-0 (You should already have this from the 3rd colloquium)
6. Rutger Bregman, *Utopia for Realists* (Little, Brown) ISBN-13: 978-0-316471916
7. Jamaica Kincaid, *A Small Place* (Farrar, Straus and Giroux) ISBN-13: 978-0-374-52707-5
8. Gabriel Garcia Marquez, *In Evil Hour* (Harper Perennial) ISBN-13: 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. 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.

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; 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 in the classroom (except for purposes of quiz taking). 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.

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. 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"> - 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 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"> - participates voluntarily and actively most days and at least every week - shows some familiarity with readings - always brings relevant texts to class 	<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"> - 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 style="text-align: center;">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 	<p style="text-align: center;">D – F</p> <p>(if one or more of these criteria are present)</p>

- comes late to class - 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.

A note on email etiquette: When contacting your professors, be sure to address them properly (e.g. Dear Professor..., Hello Dr. ..., Hi Father...) and add your name to the end of the message.

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. 18	19th Century Liberalism <ul style="list-style-type: none"> • J.S. Mill, <i>On Liberty</i> selections (Course Packet, hereafter referred to as CP 1-8) • William Graham Sumner, <i>What Social Classes Owe Each Other</i> (Classics of American Political and Constitutional Thought, hereafter CAPCT 163-69) • Pope Pius IX, “Syllabus of Errors,” selections (CP 9-10) • Tomas Cipriano de Mosquera “Courting Papal Anger” (Colombia Reader 118-22) • “Liberalism and Sin,” (Colombia Reader 123-27)
Tuesday, Jan. 23	Anarchism, Socialism, Communism <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 123-42) • Karl Marx, <i>Economic and Philosophic Manuscripts of 1844</i> (CP 11-13) • Joseph Proudhon, selections (CP 14-16) • Victor Considerant, <i>Principles of Socialism</i> (CP 17-18)
Thursday, Jan. 25	Origins of the Women’s Rights Movement <ul style="list-style-type: none"> • Angelina Grimké, “Letter to Theodore Weld and John Greenleaf Whittier” (CAPCT pp. 5-8) • Sarah Grimké, “Letters on the Equality of the Sexes” (CAPCT pp. 8-13) • “The Declaration of Sentiments,” Seneca Falls (CAPCT pp. 16-18) • Elizabeth Cady Stanton, “Address to the New York State Legislature” (CAPCT pp. 18-26) • Sojourner Truth, <i>Ain’t I a Woman?</i> (CP 19)
Tuesday, Jan. 30	Slavery and Its Legacy in the United States <ul style="list-style-type: none"> • Slave Narratives (CP 20-29) • Frederick Douglass <i>What to the Slave is the 4th of July?</i> (CP 30-32) • Henry B. Brown, <i>Plessy v. Ferguson</i> (CAPCT 99-102) • John Marshall Harlan, <i>Plessy v. Ferguson</i>, Dissent (CAPCT 103-107)
Thursday, Feb. 1	Methods of the Natural Sciences: Darwin & Evolutionary Thought <ul style="list-style-type: none"> • Charles Darwin, <i>Origin of Species</i>, chap. 14 (CP 33-41) • Charles Darwin, <i>Descent of Man</i> (Selections)⁴ (CP 42-51) • Peter Kropotkin, <i>Mutual Aid</i> - selections (CP 52-58) • Pope John Paul II, “Address to the Pontifical Academy of Social Science” (CP 59-61)

Tuesday, Feb. 6	<p>Two Masters of Suspicion</p> <ul style="list-style-type: none"> • Nietzsche, <i>On the Genealogy of Morality</i> - selections (CP 62-67) • Freud, <i>Civilization and Its Discontents</i> - selections (CP 68-75)
Thursday, Feb. 8	<p>A South American Republic: The Formation of Modern Colombia</p> <ul style="list-style-type: none"> • Colombia: National Anthem (CP 76) • Colombian Constitution of 1886 (selections) (CP 77-85) • Soledad Acosta de Samper, “A Girl’s View of War in the Capital,” (Colombia Reader, 331-38) • Jose Maria Vargas Vila, <i>Facing the Barbarians: The Yanqui, Behold the Enemy</i> (Colombia Reader 551-55) • Jose Maria Quijano Wallis, “Let This Be Our Last War” (Colombia Reader 339-42)
Tuesday, Feb. 13	<p>The New Social Sciences</p> <ul style="list-style-type: none"> • Emile Durkheim, <i>The Rules of Sociological Method</i>, selections (CP 86-89) • Max Weber, “Politics as a Vocation,” selections (CP 90-94) • Karl Popper, “The Poverty of Historicism” (CP 95-98)
Thursday, Feb. 15	<p>China: Humiliation, Rebellion, and Nationalism</p> <ul style="list-style-type: none"> • The Western Intrusion Into China (<i>Sources of Chinese Tradition, Vol 2</i>, hereafter SCT 198-205) • The Taiping Rebellion (SCT 213-23, 226-30) • Sun Yat-Sen and the Nationalist Revolutions (SCT, 314-330) • Chiang Kai-Shek, “China’s Destiny” (SCT 344-47)
Tuesday, Feb. 20	<p>Imperialism and Colonialism</p> <ul style="list-style-type: none"> • The Earl of Cromer: “Why Britain Acquired Egypt in 1882” (CP 99-100) • Jose Marti, “Our America,” (CP 101-105) • Ruben Dario, “To Roosevelt” (CP 106) • Frantz Fanon, <i>The Wretched of the Earth</i> selections (CP 107-109) • Mohandas Gandhi, “Ahmedabad Speech,”(CMROW 239-42) • Mohandas Gandhi, “Satyagraha,”(CMROW 249-58) <p>First paper due</p>
Thursday, Feb. 22	<p>What Is Natural Science Knowledge Of?</p> <ul style="list-style-type: none"> • Karl Popper, <i>The Logic of Scientific Discovery</i> – selections (CP 110-111) • Arthur Eddington, <i>The Nature of the Physical World</i> – selections (CP 112-114) • Stanley Jaki, <i>A Late Awakening to Gödel in Physics</i> - http://theor.jinr.ru/~kuzemsky/JakiGodel.pdf

Tuesday, Feb. 27	<p>The Russian Revolution</p> <ul style="list-style-type: none"> • V.I. Lenin, “The Tasks of the Proletariat in the Present Revolution” (CMROW 227-31) • Lenin, “Declaration of Rights of the Working and Exploited People” (CMROW 236-38) • Peter Kropotkin, “An Appeal to the Young” (CMORW 170-86) • Peter Kropotkin, “The Russian Revolution and the Soviet Government” (CMORW 243-48) • Peter Kropotkin, “Two Letters to Lenin,” (CP 115-118)
Thursday, February 29	<p>Islam and Modernity</p> <ul style="list-style-type: none"> • Muhammad ‘Abduh, <i>The Theology of Unity</i>, (Norton Islam 531-39) • Mahmud Shaltut, <i>The Qur’an and Fighting</i>, (Norton Islam 548-56) • Sayid Ahmad Khan, “The Rights of Women,” (Norton Islam 597-600) • Sayid Qutb, <i>Milestones</i>, (Norton Islam 556-63)
Tuesday, March 5	<p>Spring Break</p>
Thursday, March 7	<p>Spring Break</p>
Tuesday, March 12	<p>World War I</p> <ul style="list-style-type: none"> • Theobald von Bethmann-Hollweg, “German War Aims” (CP 119-120) • Werner Sombart, “Merchants and Heroes” (CP 121-122) • Lenin, “The War and Russian Social Democracy” (CP 123) • World War I poetry – selections (CP 124-126) • Rosa Luxemburg, “A Call to the Workers of the World” (CMROW 232-35)
Thursday, March 14	<p>Nazi Germany</p> <ul style="list-style-type: none"> • Adolph Hitler, from <i>Mein Kampf</i> (CP 127-135) • The Program of the NSDAP (CP 136-138) • Hitler Youth (CP 139-141) • Bruno Heilig, “Why the German Republic Fell” (CP 142-150) • Wilhelm Stuckart and Hans Globke, “Civil Rights and the Natural Inequality of Man” (CP 151-155) • Pope Pius XI “Mit Brennender Sorge” (CP 156-158) <p>Midterm Exam</p>
Tuesday, March 19	<p>The Holocaust</p> <ul style="list-style-type: none"> • Simon Wiesenthal, <i>The Sunflower</i>

Thursday, March 21	<p>Palestine and the State of Israel</p> <ul style="list-style-type: none"> • The Balfour Declaration and timeline of the Middle East Conflict (CP 158-162) • The Partition of Palestine: UN General Assembly Resolution 181 (CP 163-166) • Declaration of Establishment of the State of Israel (CP 167-168) • The Palestinian Charter (CP 169-172) • The Palestinian Declaration of Independence (CP 173-175) <p>Second paper due</p>
Tuesday, March 26	<p>China: From Mao to Now</p> <ul style="list-style-type: none"> • Mao Zedong, “The Chinese Revolution and the Chinese Communist Party,” (SCT pp. 412-16) • Mao Zedong, “The Dictatorship of the People’s Democracy,” (SCT pp. 423-25) • Mao Zedong, “On the Correct Handling of Contradictions Among the the People,” (SCT pp.459-64) • Deng Xiaoping, “Build Socialism With Chinese Characteristics” (SCT 507-10) • Bo Yang, “The Ugly Chinaman” (SCT 565-68) • Gu Mu, “Confucianism as the Essence of Chinese Tradition,” (SCT 581-83)
Thursday, March 28	HOLY THURSDAY – NO CLASSES
Tuesday, April 2	<p>Race and Civil Rights in the U.S.</p> <ul style="list-style-type: none"> • Booker T. Washington, “Atlanta Exposition Address” (CAPCT 188-90) • W.E.B. Du Bois, <i>The Souls of Black Folks</i> (CAPCT 190-96) • Martin Luther King, Jr., “Letter from Birmingham Jail” (CAPCT 653-62) • Martin Luther King, Jr., “Mountaintop speech” (CP 202-208) • Malcolm X, “The Ballot or the Bullet” (CAPCT 664-74) • James Baldwin and William F. Buckley, “Debate at Cambridge University” (CAPCT 684-88) • Thurgood Marshall, “Remarks on the Bicentennial of the Constitution” (CAPCT 832-34)
Thursday, April 4	<p>Vatican II and Its Aftermath</p> <ul style="list-style-type: none"> • <i>Nostra Aetate</i> (CP 176-178) • <i>Gaudium et Spes</i> (excerpts) (CP 179-189) • Dorothy Day, “Aims and Purposes” (CP 190-191) • Camilo Torres, “As a Colombian, as a Sociologist, as a Christian, and as a Priest, I Am a Revolutionary” (Colombia Reader, 141-46) • Pope Francis, <i>Laudato Si</i>, selections (CP 192-201)
Tuesday, April 9	<p>Afro-Caribbean Writers and the Legacy of Colonialism</p> <ul style="list-style-type: none"> • Jamaica Kincaid <i>A Small Place</i> • CLR James, <i>Beyond A Boundary</i>, selections (CP 217-220) • CLR James, “The Revolution and the Negro” (CP 221-225) • CLR James, “Fanon and the Caribbean” (CP 226-228)

Thursday, April 11	<p>Post War Social Democracy and Liberalism</p> <ul style="list-style-type: none"> • Eduard Bernstein, <i>Evolutionary Socialism</i>, “Preface” (CP 209-212) • “Declaration of Principles of the Socialist International,” 1989 (CP 213-214) • “Party Manifesto of the Christian Democratic Union of Germany,” 2007 (CP 215-216) • “An Interview With John Rawls,” https://www.commonwealmagazine.org/interview-john-rawls
Tuesday, April 16	<p>Latin American Literature and <i>La Violencia</i>: Gabriel Garcia Marquez</p> <ul style="list-style-type: none"> • Gabriel Garcia Marquez, <i>In Evil Hour</i> • Gabriel Garcia Marquez, <i>A Very Old Man With Enormous Wings</i> (CP 229-232) • Jorge Eliecer Gaitan, “Prayer for Peace speech” (Colombia Reader 343-46) • Gustavo Alvarez Gardeazabal, “Dead Bodies Appear on the Streets” (Colombia Reader 347-54)
Thursday, April 18	<p>Colombia: Between Legitimacy and Violence</p> <ul style="list-style-type: none"> • Colombian Constitution 1991 (selections) (CP 238-242) • Starting Points for the FARC and the ELN (Colombia Reader 367-76) • Turning Points in the Colombian Conflict (Colombia Reader 426-33) • Guillermo Gaviria Correa, <i>Diary of a Kidnapped Colombian Governor</i>, selections (CP 243-247) • “Dignitatis Humanae” (CP 248-256) • “General Agreement for the Termination of the Conflict and the Building of a Stable and Enduring Peace” (Colombia Reader 591-98)
Tuesday, April 23	<p>Contemporary Islam</p> <ul style="list-style-type: none"> • Pope Francis and Grand Imam Ahmed el-Tayeb, “Document on Human Fraternity for World Peace and Living Together” (CP 233-237) • Ebrahim Moosa, <i>The Debts and Burdens of Critical Islam</i> (Norton Islam 590-96) • Ali Shari’ati, <i>Fatima is Fatima</i>, (Norton Islam 607-18) • Mohammed Arkoun, <i>Rethinking Islam</i> (Norton Islam 577-86) • Fatemah Shams, <i>How Iran’s Hijab Movement became so Powerful</i> - https://www.newyorker.com/news/q-and-a/fatemah-shams-how-irans-hijab-protest-movement-became-so-powerful

Thursday, April 25	<p>Women's Voices</p> <ul style="list-style-type: none"> • Amanda LaBarca, "Of Man, Woman, and Time" (CP 257-258) • Betty Friedan, "Our Revolution Is Unique" (CAPCT 715-17) • Kathleen Sprows Cummings, "Do Women Have Souls? Catholicism, Feminism and the Council of Macon" (CP 259-264) • Amina Wadud, <i>Qur'an and Woman</i> (Norton Islam 625-29)
Tuesday, April 30	<p>LGBTQ Rights, Church, and Society</p> <ul style="list-style-type: none"> • US Supreme Court, Obergefell v. Hodges, selections (CP 265-271) • Letter of the Bishops of the Catholic Church on the Pastoral Care of Homosexual Persons (CP 272-277) • James Alison, "Yes, But Is It True?" http://jamesalison.com/yes-but-is-it-true/
Thursday, May 2	<p>Possibilities</p> <ul style="list-style-type: none"> • Gabriel Garcia Marquez, "The Solitude of Latin America (CP 278-280) • Thomas Merton, "Learning to Live" (CP 281-289) • Rutger Bregman, <i>Utopia for Realists</i> (Selections, determined by instructors)