

**HONORS 272: THE HUMAN EVENT**  
**SPRING 2008**  
MONDAY/WEDNESDAY 9:15AM

Dr. Laura Popova

Office: Irish A 232

Phone: (480)965-8327

E-mail: Laura.Popova@asu.edu

Office Hours: Tuesday, Wednesday, Thursday 11:00am to 12:00pm and by appointment

**COURSE DESCRIPTION:**

This course continues our year-long examination of the human event from the Renaissance (1600 AD) to the present. Honors 272 is designed to introduce you to some of the basic themes and methods of the social sciences (Anthropology, Economics, History, Political Science, Psychology, Sociology, etc.). Our course readings are divided into three thematic parts, chronologically arranged, each highlighting major trends in socio-political thought:

1. The focus on universal human nature and the role of the individual in society (Hobbes, Locke, Rousseau, Smith, Marx)
2. The rise of cultural relativism, seeing the world from a western perspective (Durkheim, Weber, Mead)
3. Non-western perspectives on the role of culture in society and the fate of society in an increasingly global world (Gandhi, Fanon, Appiah)

Throughout the course, in some sense breaking the chronology, we will be reflecting on how many of the main theoretical issues are mirrored in fictional works (Gogol, Bulgakov, Achebe).

**COURSE GOALS:**

We study the development of social and political theories from the 17<sup>th</sup> century to the present not just out of historical curiosity, but in order to build the critical understanding needed to assess our own most basic values and those which prevail in our time. While pursuing this goal, this course seeks to 1) engage you in a critical evaluation of primary texts in social and political theory; 2) teach you to delve into fictional works with greater critical appreciation; 3) help you develop the skills to critically analyze others' arguments and to develop your own arguments in response; and 3) to practice your own expression of clear and persuasive arguments in oral and written forms.

**REQUIRED TEXTS:**

*Leviathan*, Thomas Hobbes – Penguin Classics, ISBN: 0140431950

*Discourse on the Origin of Inequality*, Jean-Jacques Rousseau – Hackett, ISBN: 0872201503

*Plays and Petersburg Tales*, Nikolai Gogol – Oxford World's Classics, ISBN: 0192835521

*The Marx-Engels Reader*, Second Edition, Robert C. Tucker (Ed.) – W.W. Norton,  
ISBN: 039309040X

*The Heart of a Dog*, Mikhail Bulgakov – Grove Press, ISBN-10: 0802150594

*The Protestant Ethic and the Spirit of Capitalism*, Max Weber – Routledge, ISBN: 041525406X

*Coming of Age in Samoa*, Margaret Mead – Quill, ISBN: 0688309747

*Things Fall Apart*, Chinua Achebe – Anchor Books, ISBN: 0385474547

*The Wretched of the Earth*, Frantz Fanon – Grove Press, ISBN: 0802141323

*Cosmopolitanism*, Kwame Anthony Appiah – W.W. Norton, ISBN: 039332933X

**Recommended Texts:**

*Second Treatise of Government*, John Locke – Hackett, ISBN: 0915144867

**SUPPLEMENTARY RESOURCES:**

1. Our class web page will be available on the Blackboard website at <https://my.asu.edu> under the courses and orgs tab. This website will feature links to the online readings, focus questions, and other course material. Use of this web page is mandatory.

2. The Barrett Writing Center will be available during the spring 2008 semester to assist Barrett Honors College students with their papers for all their classes. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both HON 171 and 272/273, 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 "Resources for Current Students." Under Barrett Writing Center, you then can access tutoring schedules, appointment information, and academic background on the staff.

**COURSE STRUCTURE:**

This course has a seminar format, relying heavily on in-class discussion and your participation.

1. **READING:** There is no way around it, reading requirements for this quarter are heavy. Take care not to fall behind. When reading, you should evaluate the texts for their internal coherence and plausibility as well as for the way they speak to their historical contexts. You will find that this level of comprehension demands a *significant* investment of time.

2. **PARTICIPATION** (20% of your grade): Participation includes three things: attendance, preparation, and discussion. Attendance is mandatory, meaning that your grade will suffer if you miss classes. Participation includes preparation. **The seminar will only be as successful as you make it**, and on that account, it is crucial that you come to class with a well-developed sense of the readings and prepared to contribute. Participation includes class discussion. Remember the purpose of this class is for us, as a group, to discuss the materials and to explore our ideas about them. For this reason, oral contributions count measurably toward your grade. Do not forget to bring your texts to class. We will consult them frequently.

You will also be expected to attend 2 of the 3 films being shown this semester and write a short memo about how the film relates to what we have read so far. Movie memos are due in class on the Tuesday after the movie showing. If you go to all three films and turn in memos for them on time you will receive extra credit.

3. **THE QUOTATIONS PROJECT** (20% of your grade)

In a course in which we are exploring culture, it is only appropriate that we keep our fingers on the pulse of our *own* cultures. In this spirit, we will be keeping a weekly log of intriguing, puzzling, irritating, exciting or otherwise noteworthy quotations that we run across throughout the quarter and we will discuss those quotes.

*What kinds of quotations should we post?*

Quotations can come from anywhere **EXCEPT** anything we are currently reading. Anywhere is meant literally - movies, newspapers, songs, etc.

*How should we post quotations?*

Each quotation should include its source and how you felt it connected with things we have talked about in class. (Sample quotations will be posted on the board). The discussion board will be divided into weeks for ease of navigation. Each new quote should be its own thread.

*How are we going to discuss quotations?*

By using the "reply" function, students can comment on posted quotations and consider the issues raised by the quotes. RESPECTFUL discussion is required. Sample discussions are presented in the Sample Quotation forum on Blackboard.

*How will we be graded?*

I will read the discussion board by Sunday to grade your participation. You will be graded on a scale of 1-10 (10 being the best score) on the quality of your post. People often write about things they feel passionately about, and this makes the quotation project a dynamic and exciting forum. You will never be graded on your viewpoint, but rather how well you present your argument and connect it with the material we are discussing in class.

Posting minimums for each type of posting:

In an effort to make sure that everyone supplies a quote at least a third of the time, the class will be broken up into three groups (A, B, C). You MUST supply a quote by 10pm on Thursday if it is your week (as indicated in the syllabus below), and you MUST reply to a quote by 10pm on Saturday if it is your week to reply. Beyond the minimums, you are free to post as much as you like, when you like. If you have a fantastic quote, but it is not your week, by all means post it. You will not be graded on quantity, although if you have more than one entry per week I'll grade you based on the strongest entry.

5. **PAPERS** (60% of your grade): There will be three 5-7 page papers, each counting 20% toward your final grade. I will hand out questions approximately two weeks before the due date. Late papers will be penalized 5% (6 points) for each day past the deadline. I will give extensions only in emergencies; please try to let me know in advance.

**PLAGIARISM:**

Knowingly presenting another person's language or ideas as your own constitutes plagiarism. Don't do it. All Barrett Honors College faculty have access to a service that checks an extensive database of essays and notes to detect plagiarism. Plagiarism, the theft of intellectual property, is a serious crime that undermines everything we are trying to accomplish in this course. Repercussions will include failure of the paper AND failure of the course, and may include referral to the Student Conduct Committee of the University and expulsion from the University. If you have any questions, talk to me before you submit your paper. Students will be required to submit an electronic version of formal papers along with their printed ones.

**STUDENT CONDUCT:**

Students must conduct themselves according to the ASU policies posted online at <http://www.asu.edu/studentlife/judicial>. These include the ASU [Student Code of Conduct](#) and the [Student Academic Integrity Policy](#). For information on BHC policies for grievances and grade complaints, go the BHC web page at <http://honors.asu.edu> and follow the links for Prospective and Current Students, then Advising and Honors Curriculum, then Academic Advising Office, then Student Academic Grievance Procedures.

**ADDITIONAL NOTES:** The instructor reserves the right to modify the syllabus during the semester. The student agrees to this by registering and remaining in the course. Also, if you have any special needs or disabilities see me after the first class so that we can make arrangements. **Student must turn off cell phones during class.** Students responsible for continual distractions during class in this regard will lose in-class participation points.

## **UNIT ONE: HUMAN NATURE AND THE ROLE OF THE INDIVIDUAL IN SOCIETY**

### **Week 1**

#### January 14th

Introduction to the class

#### January 16th

Thomas Hobbes (1588 –1679), *Leviathan*  
Summary handout for Chapters 1-7, 10-11  
Chapters 13-15 (pp. 183-216)

### **Week 2**

No quotation project this week!

#### January 21st

NO CLASS – Martin Luther King, Jr. Day

#### January 23rd

Thomas Hobbes (1588 –1679), *Leviathan*  
Summary handout for Chapter 16  
Chapter 17-19, 21, 29-30 (pp 223-250, 261-274, 363-394)

### **Week 3**

#### January 28th

John Locke (1632-1704), *Second Treatise of Government*  
Chapters 1-7 (pp. 7-51)

#### January 30th

John Locke (1632-1704), *Second Treatise of Government*  
Summary handout for Chapters 15-18  
Chapters 8-14, 19 (pp. 52-87, 107-124)

GROUP A – QUOTES (by 10pm on Thursday, Jan 31st)  
GROUP B & C – RESPONSES (by 10pm on Saturday, Feb 2<sup>nd</sup>)

### **Week 4**

#### February 4th

Jean-Jacques Rousseau (1712-1778)  
*Discourse on the Origin of Inequality* (pp. 1-44); *The Social Contract*, Book I – Ch.6-9  
(pp. 54-62), Book 2 – Ch. 1-4 (pp.63-70)

February 6th

Jean-Jacques Rousseau (1712-1778)

*Discourse on the Origin of Inequality* (pp. 44-71)

GROUP B – QUOTES (by 10pm on Thursday, Feb 7<sup>th</sup>)

GROUP A & C – RESPONSES (by 10pm on Saturday, Feb 9<sup>th</sup>)

**Week 5**

February 11<sup>th</sup>

Nikolai Gogol (1809-1852)

“The Government Inspector” (pp. 245-336)

February 13th

Nikolai Gogol (1809-1852)

“The Overcoat” (pp. 115-145) and “The Nose” (pp. 37-61)

GROUP C – QUOTES (by 10pm on Thursday, Feb 14<sup>th</sup>)

PAPER 1 TOPICS POSTED on Friday, February 15<sup>th</sup>

GROUP A & B – RESPONSES (by 10pm on Saturday, Feb 16<sup>th</sup>)

**Week 6**

February 18th

Adam Smith (1723-1790), *The Wealth of Nations*

Smith’s Agenda

Vol. I, Introduction (pp. 1-4)

Vol. I, Book I: Chapters 1-3 (pp. 7-25)

Vol. I, Book IV: Introduction (p. 449)

Labor as Value, Productive Labor and Wealth

Vol. I, Book I: Chapters 4-6, selections (pp. 32-36, 53-56)

SUMMARY SHEET for Vol. I, Book II: Intro and Chapter 3

Education

Vol. II, Book V: Chapter 1 (pp. 282-287, 300-309, 315-322)

February 20th

Adam Smith (1723-1790), *The Wealth of Nations*

Markets, Wages, and Profits

Vol. I, Book I: Chapters 7-11, selections (pp. 62-81, 88-93, 111-125)

Markets and Politics

Vol. I, Book I, Chapter 10, selections (pp. 132-3, 136-8, 144-5, 150-2, 157-8)

Political Context of Economics

Vol. I, Book IV, Chapter 2 (pp. 474-80)

Vol. II, Book IV, Chapter 8 (pg. 179-81)

Vol. II, Book IV: Chapter 9 (pp. 207-9)

GROUP A – QUOTES (by 10pm on Thursday, Feb. 21st)

GROUP B & C – RESPONSES (by 10pm on Saturday, Feb. 23<sup>rd</sup>)

**First Film:** Sunday February 24<sup>th</sup>, 5:30pm, **Modern Times**

Made in 1936, this comedy by Charlie Chaplin shows his famous Little Tramp character struggling to survive in the modern, industrialized world. The film is a comment on the desperate employment and fiscal conditions many people faced during the Great Depression, conditions created, in Chaplin's view, by the efficiencies of modern industrialization.

**Week 7**

February 25<sup>th</sup> – FIRST MOVIE MEMO DUE IN CLASS TODAY

Karl Marx (1818-1883), Early Marx

*The Marx-Engels Reader*: “Estranged Labour” (pp 70-81), From *The German Ideology* (pp. 155-175), “Manifesto of the Communist Party” (pp.473-500)

February 27<sup>th</sup>

Karl Marx (1818-1883), Selections from *Capital*

*The Marx-Engels Reader*, Capital Vol. I: pp. 302-308, 319-33, 361-363; 392-403; 417-431

GROUP B – QUOTES (by 10pm on Thursday, Feb. 28<sup>th</sup>)

**FIRST PAPER DUE: by 3:00pm on Friday, February 29<sup>th</sup>**

GROUP A & C – RESPONSES (by 10pm on Saturday, March 1<sup>st</sup>)

**Week 8**

March 3rd

Mikhail Bulgakov (1891-1940)

Heart of a Dog (pp. 1-55)

March 5th

Mikhail Bulgakov (1891-1940)

Heart of a Dog (pp. 56-123)

GROUP C – QUOTES (by 10pm on Thursday, March 6th)

GROUP A & B – RESPONSES (by 10pm on Saturday, March 8<sup>th</sup>)

**Week 9 – Spring Break**

**(ASK ME ABOUT THE SPRING BREAK FREE FORUM!!!)**

**UNIT TWO: CULTURE MATTERS**

**Week 10**

March 17th

Emile Durkheim (1858-1917) – *Selected Writings*

March 19th

Emile Durkheim (1858-1917) – *Selected Writings*

GROUP A – QUOTES (by 10pm on Thursday, March 20th)

SECOND PAPER TOPICS POSTED on Friday, March 21<sup>st</sup>

GROUP B & C – RESPONSES (by 10pm on Saturday, March 22<sup>nd</sup>)

### **Week 11**

#### March 24th

Max Weber (1864-1920) – *The Protestant Ethic and the Spirit of Capitalism*  
Selections from the Author's Introduction (handout)  
Part 1 intro and Chapters 1 and 2 (pp. 1-38)

#### March 26th

Max Weber (1864-1920) – *The Protestant Ethic and the Spirit of Capitalism*  
Selections from Chapter 4 (handout)  
Chapters 3, 5 (pp. 39-50, 102-125)

GROUP B – QUOTES (by 10pm on Thursday, March 27th)

GROUP A & C – RESPONSES (by 10pm on Saturday, March 29th)

### **SECOND FILM: Sunday, March 30<sup>th</sup> at 5:30pm “Gandhi”**

is a multi-award-winning biopic film about the life of Mahatma Gandhi, who was leader of the nonviolent resistance movement against British colonial rule in India during the first half of the 20th century. The film was directed by Richard Attenborough and stars Ben Kingsley as Gandhi; both won Academy Awards for their work on the film.

### **Week 12**

#### March 31st - SECOND MOVIE MEMO DUE IN CLASS TODAY

Margaret Mead (1901-1978) – *Coming of Age in Samoa*  
Chapters I-II, V-VII, X (pp. 3-15, 42-76, 92-109)

#### April 2nd

Margaret Mead (1901-1978) – *Coming of Age in Samoa*,  
Chapters XI, XIII-XIV (pp. 110-127, 135-170)

GROUP C – QUOTES (by 10pm on Thursday, April 3rd)

**SECOND PAPER DUE by 3:00pm on Friday, April 4<sup>th</sup>**

GROUP A & B – RESPONSES (by 10pm on Saturday, April 5<sup>th</sup>)

### **UNIT THREE: RE-ORIENTATION – SOME NON-WESTERN PERSPECTIVES**

### **Week 13**

#### April 7th

Chinua Achebe  
Things Fall Apart (pp. 3-109)

#### April 9th

Chinua Achebe  
Things Fall Apart (pp. 110-209)

GROUP A – QUOTES (by 10pm on Thursday, April 10<sup>th</sup>)

GROUP B & C – RESPONSES (by 10pm on Saturday, April 12<sup>th</sup>)

#### **Week 14**

##### April 14th

Gandhi (selections to be posted on blackboard)

Frantz Fanon (1925-1961) - *The Wretched of the Earth*

“Preface” by Sartre pp. xliii - lxii

##### April 16th

Frantz Fanon (1925-1961) - *The Wretched of the Earth*

“On Violence” pp. 1-51

“On Violence in the International Context” pp. 52-62

GROUP B – QUOTES (by 10pm on Thursday, April 17<sup>th</sup>)

THIRD PAPER TOPICS POSTED on Friday, April 18<sup>th</sup>

GROUP A & C – RESPONSES (by 10pm on Saturday, April 19<sup>th</sup>)

#### **THIRD FILM: Sunday, April 20<sup>th</sup> at 5:30pm “Battle of Algiers”**

Made in 1966 this is a 1966 black-and-white film by Gillo Pontecorvo based on events during the 1954-1962 Algerian War against French rule.

#### **Week 15**

##### April 21st – THIRD MOVIE MEMO DUE IN CLASS TODAY

Frantz Fanon (1925-1961) – *The Wretched of the Earth*

“The Trials and Tribulations of National Consciousness” pp. 97-144

“Conclusion” pp. 235-240

##### April 23rd

Kwame Anthony Appiah (1954-\_), *Cosmopolitanism*

Chapters 1-4 (pp. 1-68)

GROUP C – QUOTES (by 10pm on Thursday, April 24<sup>th</sup>)

GROUP A & B – RESPONSES (by 10pm on Saturday, April 26<sup>th</sup>)

#### **Week 16**

No quotation project this week!

##### April 28th

Kwame Anthony Appiah (1954-\_), *Cosmopolitanism*

Chapters 5, 7, 9-10 (pp. 69-86, 101-114, 137-174)

**THIRD PAPER DUE: by 3:00pm on Monday, May 5<sup>th</sup>**



## **GRADING FORMAT FOR THE COURSE**

### **COURSE GRADING:**

I will be grading using the following scale for the course:

100-99% = A+, 98-93 = A, 92-90 = A-, 89-88 = B+, 87-83 = B, 82-80 = B- etc.

### **GRADING FOR CLASSROOM PARTICIPATION:**

Everyday at the end of class, I will give you a grade for participation using the following scale:

- 3) This student arrives on time, prepared with comments and/or questions about the readings, often initiates discussion, but does not try to dominate the class, listens carefully to what other students say and responds to their comments, and does not carry on a conversation with people around him other than participating in the general discussion.
- 2) This student participates in some of the discussion, giving evidence of having read some of the assignment, does not disrupt the class, and pays close attention to what others are saying during the discussion.
- 1) This student is overly quiet, rarely participating, and, if called upon, seems unprepared. He/she may seem disinterested in the class or in the ideas of other class members.
- 0) This student is either absent or as good as absent. He/She never participates, sleeps during class, and disrupts other class members by talking to others around him/her rather than participating in the general discussion.

You will receive two grades in the course for your participation that will add up attendance (worth 60% of your participation grade) and class participation (worth 40% of your class participation grade): one for the first half of the course and one of the second half. The purpose of the midterm grade is to let you know if you need to improve your participation before the course is over.

### **QUOTATION PROJECT GRADING:**

I will be using the following scale:

- 10 Thought-provoking quote (with citation) or response to a quote that is clearly connected to the themes of the course. Respectful academic language is used.
- 9 Interesting quote (with citation) or response, but with a weaker connection to the material we are covering in the course. There may be some errors in the grammar or word choice.
8. A quote or response is offered, but the connection to the course is weak and the language is hurried. There are errors with word choice and punctuation that detract from the argument. The citation may be missing from the quote.
7. It is unclear how the quote or response relates to the course. There are major errors in grammar and word choice that cloud the writer's meaning.

- 0 You did not participate for the week OR you posted something that was offensive OR used disrespectful language (write to me before posting if you are worried about how the content of your quote or response will be perceived.)

I reserve the right to pull any posting.

**PAPER GRADING FORMAT**

<b>THESIS (24 points)</b>	<ul style="list-style-type: none"> <li>- Offers a logical argument based on a close and critical reading of the text.</li> <li>- Includes a “road map” that is a summary of the specific evidence that will appear in the paper (in the order in which it will appear).</li> </ul>
<b>CONTENT (36 points)</b>	<ul style="list-style-type: none"> <li>- Provides substantive and relevant development of ideas</li> <li>- Uses the text effectively to support claims</li> <li>- Uses paraphrase and quotes skillfully</li> <li>- Demonstrates an in-depth understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical and persuasive manner.</li> </ul>
<b>ORGANIZATION (18 points)</b>	<ul style="list-style-type: none"> <li>- Creates a clearly identifiable introduction, body, and conclusion</li> <li>- States a clear thesis and provides identifiable, focused topic sentences</li> <li>- Provides unified paragraph structure (each paragraph develops only one central idea).</li> <li>- Provides coherent paragraph structure – writer employs cohesive devices such as transitional phrases within and between paragraphs.</li> </ul>
<b>LANGUAGE USE (30 points)</b>	<ul style="list-style-type: none"> <li>- Avoids errors in sentence boundaries such as run-on/fused sentences and sentence fragments</li> <li>- Uses passive constructions sparingly</li> <li>- Demonstrates mastery of coordination and subordination of English clauses</li> <li>- Demonstrates mature sentence style by employing sentence variety and sentence combining</li> <li>- Avoids word usage errors in verb tenses and word forms</li> <li>- Avoids word usage errors in subject-verb agreement, number, word order, word choice</li> <li>- Avoids word usage errors in articles, pronoun usage, and prepositions</li> <li>- Employs a mature, college-level vocabulary (varied, sophisticated, and unrepentive word choice fairly free of passive verb constructions)</li> </ul>
<b>MECHANICS (12 points)</b>	<ul style="list-style-type: none"> <li>- Follows formatting/length instructions for the assignment</li> <li>- Turns the paper in following the instructions for the assignment</li> <li>- Proofreads the essay for correctness: avoids errors in spelling, punctuation, capitalization, and paragraphing.</li> </ul>