

HONORS 115-01

WORLD THOUGHT AND EXPERIENCE II

SPRING 2016

1. Course Instructor

Class meetings: Mondays and Wednesdays, 8:30 – 9:45 AM, CBC-C213.

Dr. XXXXXX XXXXX

Email: xxxxxx.xxxxx@unlv.edu

Office Hours: Tuesdays and Wednesdays 11:30 AM – 1:00 PM at RLL XXX and by appointment.

2. Course Description

“Great minds discuss ideas,” Eleanor Roosevelt famously said. The exploration and discussion of ideas is an integral part of being human. For centuries, people have dreamed, argued, reflected in response to their worlds with the desire to celebrate, mourn, and change. Our time is no different. Consider in recent years the appearance of “ideas festivals” hosted at Cambridge University and in Aspen, Colorado, as well as the rising popularity of Ted Talks and similar forums. All of these venues allow participants to explore ideas and questions that are of pressing importance to us now at this historical moment.

“World Thought and Experience II” will provide you with a similar opportunity. This course focuses on issues of contemporary global importance and asks you to consider how these ideas have been explored at different moments and places in global history. You will have the opportunity to forge creative connections between disciplines, cultures, and historical periods in order to create knowledge that may help us respond to today’s challenges. Where do we go from here? How can we now build on our past experiences and navigate our futures? How have humans responded to similar situations? How have the ideas they formed in response to their circumstances shaped new worlds, and how might we learn to do the same?

World Thought and Experience II opens a conversation with a focus on public institutions, power, and justice. The three themes covered this semester are: **Government and Citizenship; Peace, Politics and War; and Economics and Justice.** We will use a series of questions to guide our readings of the selected texts. These questions include but are not limited to the following: How should we respond to injustice and suffering? What should we expect from our government? What makes a good leader? What makes a good citizen? Are we able to address economic inequality? Should we? What is a just war?

This reading, writing and discussion intensive course will meet the requirements for the UNLV Second Year Seminars.

3. Course Objectives

Each of our Course Objectives accords with a particular UULO:

Intellectual Breadth and Life-Long Learning: Students will compare and contrast key ideas and ethical issues drawn from different cultures and time periods.

Inquiry and Critical Thinking: Students will read and critically analyze texts from ancient to contemporary times.

Communication: Students will effectively communicate ideas and opinions through writing and public speaking.

Global/Multicultural: Students will identify and analyze questions of diversity at home and abroad.

Citizenship/Ethics: Students will prepare themselves to serve as active, thoughtful decision-makers in their homes and communities.

4. Required Course Readings

Austin, Michael. *Reading the World: Ideas that Matter, 2nd edition*. Norton & Company, 2010.

Miller & Spellmeyer, *The New Humanities Reader, 5th edition*. Cengage Learning, 2015.

Note: The Austin and Miller & Spellmeyer texts will be assigned for 110 and 115. Students should be sure to keep their copies for both courses.

Additional readings to meet the 40 pages per week goal will be put on Web Campus as pdf files. Please print them and bring to class on assigned dates.

5. Readings and Expectations

All the readings have been carefully selected to maximize the students' learning experience. However, you – as a student – hold the key to success in this course in your hands. You determine your final grade through your effort, attention to detail, and thoughtfulness. Reading EVERY assigned piece carefully, and thinking about it critically, will enable you to participate meaningfully in class. Please complete the readings in a timely manner. You will enjoy the class more if you have done the work.

6. Graded Requirements

All graded work is due on the dates specified in this course syllabus. Please refer to the points below (6.1 – 6.5) for more detailed descriptions.

1. Essay #1	20 %
2. Essay #2	20 %
3. Group Project and Presentation	30 %
4. Participation (quizzes)	10 %
5. Attendance	10 %
6. Discussion leader	10 %

6.1. Formal Essay Assignments – Academic culture encourages discussion as a critical tool in the creation of knowledge. The two formal essays (a thesis supported by body paragraphs) will respond to the

readings assigned in Units I and II. Each essay is worth 20 % of the total grade, should be written in 12 point font and should be 5 pages long. Detailed guidelines will be handed out separately in class.

6.2. Group Project and Presentation – This research presentation is designed to enable each student to forge connections between the readings in Unit III and a topic of contemporary relevance. The project is worth 30 % of the total grade. The presentation must move beyond summary and make an argument in response to the readings. It is a group project where every student will focus on a different dimension of the same issue. Consequently, each member will conduct research, submit a formal essay (5 pages per student), and present the project to the class.

6.3. Participation (quizzes) – There are surprise quizzes that will be given throughout the semester – their total worth is 10 % of the total grade. The quizzes test the material from the assigned readings for a given day, offering the instructor an opportunity to check whether the students have come prepared to class. The quizzes will be given at the beginning of class meetings. There is no make-up for a missed quiz.

6.4. Attendance – Attendance is worth 10 %. If you miss more than FOUR classes (the equivalent of two weeks of class), you will not pass the class. Points will also be deducted for any absences. I do not make any distinction between “excused” and “unexcused” absences – the only exceptions are discussed in Points 8 and 9 below.

6.5. Discussion leader – Active participation is very important in this course and each student will take turn to be a leader of class discussion. As a leader, the student will prepare a *reflection paper* which discusses the author’s main points and the kind of evidence he/she uses to prove them. Detailed guidelines and a schedule of leaders will be distributed separately in class. This assignment is worth 10 % of the total grade.

7. Attendance Policy

Punctual arrival and attendance in every session are mandatory and only pre-arranged absences (as discussed below in Point 8 and Point 9) will be allowed and graded work will be accepted without a penalty. Late arrivals and early departures are very disrupting and should be avoided; points will be deducted accordingly. If you miss a class for any reason, you are still responsible for the material and content of the class and for any assignment given for the next class. It is your responsibility to contact me and to pick up any handouts or assignments. If you miss more than FOUR classes (the equivalent of two weeks of class), you will not pass the class. I do not make any distinction between “excused” and “unexcused” absences – the only exceptions are discussed in the two points below.

8. Absences due to Religious Holidays

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **January 29, 2016**, of his or her intention

to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

9. Absences due to Extracurricular Activities

Students who represent UNLV at any extracurricular activity at the time the class meets will be excused from attendance and will have the opportunity to make up assignments. In such a case, the students must provide me with an official notification no later than one day prior to the missed class. The notification must be in writing and the instructor's signature on the written notification shall serve as official approval for absences.

10. Class Conduct

Everyone should respect the class as a place for learning, both for us individually and for everyone else. Personal computers may be used during lecture and discussion for note taking. Internet usage in class is distracting to other students and should be avoided. ALL personal electronic devices such as iPads and cell phones should be turned off during the whole class time. Answering phone calls and text messages during class time is not appropriate. If you do, you will be asked to leave class for the day, and you will receive an absence. Please remember that the classroom is not the place for taking naps, eating meals, conversing with friends, or working on assignments for other classes. Showing respect for your peers is absolutely essential to a good group learning process. This includes tolerance of differing opinions, using your listening skills (in addition to your talking skills), and refraining from personal attacks. Violations of academic integrity, such as plagiarism and cheating will not be tolerated.

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

11. Policy on Academic Honesty

Academic Misconduct – "Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution." An example of academic misconduct is plagiarism: "Using the words or ideas of another, from the internet or any source, without proper citation of the sources." See the "Student Academic Misconduct Policy" (approved December 9, 2005, located at the following website: <http://studentconduct.unlv.edu/misconduct/policy.html>)

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR

STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://provost.unlv.edu/copyright/statments.html>

12. Special Accommodations for Disability

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

13. Final Grade Scale

100-93% = A	79-77% = C+	69-67% = D+
92-90% = A-	76-73% = C	66-63% = D
89-87% = B+	72-70% = C-	62-60% = D-
86-83% = B		59-00% = F
82-80% = B-		

14. Letter Grade Description

The following standards supplement the Grading System for Undergraduate Students as listed in the current Undergraduate Catalog:

A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class and sets a standard for the exercise and/or the course.

B Above Average: Represents work that can be distinguished as being of truly "good" quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the exercise and/or the course.

- C Average:** Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take “satisfaction” in the average resolution of the exercise and/or course.
- D-F Failing:** Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the exercise and/or course and is unacceptable.
- I Incomplete:** An “incomplete” on a project can only be given in exceptional cases in which failure to complete the assignment is a result of illness or injury requiring a visit to a doctor, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor’s attention in advance of the class(es) that may be missed. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the instructor’s policy.

15. Additional Academic Assistance

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702)895-3177 or visiting the tutoring website at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling (702)895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

16. Class Schedule

GOVERNMENT AND CITIZENSHIP

WEEK 1

January 18:

Martin Luther King, Jr.’s Day. No Class.

January 20: Introduction to the course and syllabus

WEEK 2

January 25: Globalized World in Flux

Readings:

New Humanities Reader: Steven Johnson, "The Myth of the Ant Queen" (p. 192-209).

January 27: The Purpose of Government

Readings:

Web Campus: The Code of Hammurabi (excerpts) and Plato "The Republic: The Allegory of the Cave."

Reading the World: "The Papyrus of Ani" (154-157); Abu Nasr al-Farabi, "Perfect Associations and Perfect Rulers" (170-174).

WEEK 3

February 1: The Nature of Governing

Readings:

Reading the World: Lao Tzu, "Tao Te Ching" (158-169); Aung San Suu Kyi, "In Quest of Democracy" (219-226).

February 3: Effective Leadership

Readings:

Reading the World: Christine de Pizan, "The Treasure of the City of Ladies" (175-183); Niccolò Machiavelli, "The Prince" (184-192).

WEEK 4

February 8 and 10: Theories of Governance

Readings:

Web Campus: excerpts from Jacques Bousset's "Politics Drawn from the Very Words of Holy Scripture," Thomas Hobbes' "Leviathan," and John Locke's "Second Treatise of Civil Government."

WEEK 5

February 15: Washington's Birthday. No Class.

February 17: Discussion of in-class-identified relevant readings.

ESSAY #1 DUE (FIRST DRAFT)

WEEK 6

February 22: The Role of Civil Disobedience

Readings:

Reading the World: Martin Luther King Jr., "Letter from Birmingham City Jail" (202-218).

ESSAY #1 DUE (FINAL DRAFT)

PEACE, POLITICS, AND WAR

February 24: Is War Ever Justified?

Readings:

Web Campus: "President Bush Outlines Iraqi Threat."

Reading the World: Jean Bethke Elshtain, "What is a Just War?" (293-304).

WEEK 7

February 29: Warfare: Morality and Religion

Readings:

Reading the World: Mo Tzu, "Against Offensive Warfare" (253-255); Sun Tzu, "from The Art of War" (256-259); St. Thomas Aquinas, "from Summa Theologica" (260-264); "The Progress of an Aztec Warrior" (265-267).

March 2: Warfare – Whose Necessity Is It?

Readings:

Reading the World: Margaret Mead, "Warfare: An Invention – Not a Biological Necessity" (274-281); George Orwell, "Pacifism and the War" (282-287).

WEEK 8

March 7: War and Hegemony

Readings:

Reading the World: Lin Tse-hsu, "A Letter to Queen Victoria" (193-198).

In-class/email: King Nzinga Mbemba Affonso of Congo, "Letters on the Slave Trade"; Robert, First Baron Clive, "Speech in the House of Commons on India."

March 9: Military Might and Imperialism

Readings:

Reading the World: Kenzaburo Oe, "The Unsundered People" (288-292).
In-class/email: Machemba, Chief of the Yao Tribe, "Letter to Major von Wissmann."

WEEK 9

March 14: Territory and Power

Readings:

New Humanities Reader: Charles Siebert, "An Elephant Crackup?" (351-367).

March 16: Violence, Spectacle, and Truth

Readings:

New Humanities Reader: Tim O'Brien, "How To Tell a True War Story" (315-327); Maggie Nelson, "Great To Watch" (299-314).

WEEK 10

March 21 and 23: Spring Break.

WEEK 11

March 28: Discussion of in-class-identified relevant readings.

ESSAY #2 DUE (FIRST DRAFT)

ECONOMICS AND JUSTICE

March 30: Economics and Democracy

Readings:

New Humanities Reader: Joseph Stiglitz, "Rent Seeking and the Making of an Unequal Society" (393-418).

ESSAY #2 DUE (FINAL DRAFT)

WEEK 12

April 4: Education and Hegemony

Readings:

New Humanities Reader: Karen Ho, "Biographies of Hegemony" (165-191).

April 6: Economics and Moral Progress

Readings:

Reading the World: Mohandas K. Gandhi, "Economic and Moral Progress" (332-339); New Testament, Luke, Chapter 16 (315-319).

WEEK 13

April 11: Race and Economics

Readings:

Reading the World: Desmond Tutu, "Nuremberg or National Amnesia: A Third Way" (227-237); Barack Obama, "A More Perfect Union" (238-249).

April 13: Economic Hegemony and Poverty

Readings:

Reading the World: Lucy Lameck "Africans Are Not Poor" (352-356); Muhammad Yunus, "The Stool Makers of Jobra Village" (369-380); Octavio Paz, "The Day of the Dead" (345-351).

WEEK 14

April 18 and 20: Economics and Justice

Readings:

Ernesto Che Guevara, "The Motorcycle Diaries. Notes on a Latin American Journey."

WEEK 15

April 25: Discussion of in-class-identified relevant readings

April 27: Presentations

WEEK 16

May 2: Presentations

ESSAY #3 DUE

May 4: Presentations

The above schedule and procedures in this syllabus are subject to change.