
Spring 2023

HON 110: World Thought and Experience

Instructor Information

Instructor:

Email:

Phone:

Office:

Office Hours:

Class Meeting Information

Section	Times	Location
1001	Mon & Wed 8:30-9:45 am	CBC C142
1002	Mon & Wed 10:00-11:15 am	CBC C142

Course Description

This class focuses on topics of contemporary global importance and asks us to consider how these topics have been explored at different moments and places in global history. We will have the opportunity to forge creative connections between disciplines, cultures, and historical periods to explore questions and create knowledge that may help us begin to answer questions like these: Where do we go from here? How can we build on our past 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? How might we learn to do the same? Our section of World Thought and Experience asks three additional questions to help focus our readings, writings, and discussions: How do the texts we read explain what constitutes the good life and good conduct? How do the texts we read explore the complexities of identity? Finally, how can we use these ideas to better understand the opportunities and challenges that develop as people and ideas travel around the world?

HON 110 Learning Outcomes

This reading-, writing-, and discussion-intensive course meets the requirements for the UNLV Second Year Seminar. By the end of the semester, students will be able to demonstrate:

- **Intellectual Breadth and Life-Long Learning:** students will compare 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, class discussions, and public speaking.
- **Global/Multicultural Knowledge and Awareness:** students will identify and analyze questions of diversity and inclusion at home and abroad.
- **Citizenship/Ethics:** students will prepare themselves to serve as active, thoughtful decision-makers in their homes and communities.

Required Texts and Materials

- Confucius. *The Analects of Confucius*. Translated by Robert Eno. [Access via Canvas](#).
- Mencius. Translated by Robert Eno. [Access via Canvas](#).
- Aristotle. *Nicomachean Ethics*. Translated by Terence Irwin. [Access via Canvas](#).
- Mohsin Hamid. *Exit West*. ISBN: 978-0735212206. [Print version only](#).
- Noo Saro-Wiwa. *Looking for Transwonderland*. ISBN: 978-1619020078. [Print version only](#).
- Thumb drive or cloud-based storage for file backup.
- Access to Rebelmail, WebCampus, and other online class resources.

Note: Other course readings will be available through Canvas or the UNLV Libraries.

Grading

Class Participation	10
Online Assignments and Discussions	15
5 News Analyses at least two pages each (10 pages total)	20
Small-Group Presentations	15
Two Formal Essays at least five pages each (10 pages total)	40

Grading Scale

A 93-100	C+ 77-79
A- 90-92	C 73-76
B+ 87-89	C- 70-72
B 83-86	D 60-69
B- 80-82	F 0-59

Note: Whole-letter grades for assignments (A, B, C, and D) are generally calculated as 96, 86, 76, and 66.

Participation Policies

Preparation: Active and appropriate class participation is a required part of our course and an important step toward getting the most from this class. Preparing for class includes reading required texts before class and being prepared to discuss them on the day they appear on the course calendar. Preparation also includes completing other assigned work (like out-of-class discussions and essays) and turning this work in on time. Everyone should also be fully “present” in class, listen attentively to others, ask questions when appropriate, successfully complete in-class assignments, and participate in all other assigned class activities. How does this translate to a participation grade? If you come to class prepared and offer careful comments, ask meaningful questions, or share ideas (in the written chat or verbally), you’ll lock in full participation points for that session. If you come to class prepared, listen to the session, but do not participate in the chat or conversation, you will earn half the participation points for the day. If you do not have your webcam on, disrupt class, appear distracted, or miss a session, and you will *not earn* participation credit for that day.

Attendance and Late Work: Seminar-style classes include the kinds of in-class participation and assignments that are difficult to reproduce after the fact. (If you miss class, however, it is your responsibility to locate any assignment guidelines, readings, or other assignments on Canvas.) In addition, your participation grade will reflect these absences. [If you miss more than four of our class meetings, you may not pass the course.](#) Being late is nearly as bad as missing class, so every two times a student is 10 or more minutes late to our video session will count as an absence. Generally, there is

no distinction between “excused” and “unexcused” absences. You are present, or you are not. Late work is subject to a grade reduction of one step (for example, B to B-) for each 24-hour period after the initial due date. After 72 hours, late work will not be accepted. The only regular exceptions are the university-level policies described below and accommodations authorized and coordinated by the DRC. However, if you are impacted by COVID-19, please work with me to determine the best way for you to continue in the class.

Absences Due to University Activities and Religious Holidays: Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). 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, but those students must follow the policies outlined later in this syllabus and explained more fully in the UNLV catalog.

Class Conduct: Everyone should respect the class as a place for learning. Demonstrating respect for your peers is essential to a good group learning process as well as a civil society. This includes tolerance of differing opinions, using your listening skills (in addition to your talking skills), and refraining from personal attacks. Appropriate class conduct also extends to our use of technology. All of us will limit distractions as much as possible during our sessions. If a student disrupts the class, that individual may be asked to leave and will be counted absent.

Other Assignment Categories

Online Assignments and Discussions: Collectively, these assignments (online scavenger hunts, vlog or audio responses, reading quizzes, discussions posts/responses, etc.) are designed to do at least three things: **1)** help prepare you for our discussions, **2)** help you connect class readings to contemporary events and their contexts, and **3)** provide each of you a chance to think through ideas that might become starting points for the two, formal essays.

News Analyses: Each student will complete five analyses over the course of the semester. In order for each of you to make regular progress, the due dates for these analyses will be every two to three weeks. I will provide formal guidelines after our first week of class, but overall, I’ll be looking for a clear, but brief understanding of the article you select; appropriate analysis that connects the article to our class readings or discussions or both; and attention to MLA-style citation and documentation.

Small-Group Presentation: These presentations will respond, connect, and add to our class discussions by supplying contexts for or connections to the work we read. After the first week of class, I will place students in groups and post a sign-up sheet for presentations, which will take place throughout the semester. Each presentation must move beyond summary and consider meaningful ways to help the class better understand our readings. Each student will **a)** conduct research, **b)** contribute to the group presentation and some type of post-presentation discussion, and **c)** evaluate the performance and work ethic of each group member (including themselves).

Formal Essays: These formal, academic essays (a thesis supported by body paragraphs) will respond in meaningful ways to the readings. Essays will run at least five pages, and I will distribute more specific assignment guidelines later in the semester. As mentioned on page two, late assignments will receive a one-step grade penalty (for every 24-hour *calendar day* late). One step means, for example, moving from a B to a B-. After 72 hours, the assignment will receive a zero.

University Policies

Public Health Directives— Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the University community. We 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 Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course—Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.

Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright—The University requires all members of the University Community to familiarize themselves with and 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 student or employee 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. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) —The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Campus Resource Center (CRC), across Harmon from the Lied Library, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations and Study Week—The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification and Online Course Requirements—All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades—The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources—Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork—Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=39&navoid=10666) webpage, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering

competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail—Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Title IX—UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](https://www.unlv.edu/compliance) at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV’s Title IX Coordinator. You can also report concerns directly using the [online reporting form](https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18), at https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or [via email](mailto:titleixcoordinator@unlv.edu) at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact [the Care Center](https://www.unlv.edu/carecenter) at <https://www.unlv.edu/carecenter> or 702-895- 0602.

Tutoring and Coaching—The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 Free 24/7 Suicide & Crisis Lifeline—In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at <https://www.unlv.edu/caps>, visiting the YOU@UNLV website at <https://you.unlv.edu/>, and Early Alert (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now call or text 988 or chat at 988lifeline.org if you or someone you know is in crisis and in need of support.

Diversity Statement—As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to cultivating a campus environment that values diversity, practices inclusion, and actively promotes equitable experiences and outcomes. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement—UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude

for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

A Final Policy Note

This syllabus is formal document outlining major policies—including underlying University policies—guiding our class. Even at eight pages, I have not, been exhaustive, so please pay attention to other documents discussed in class and posted to Canvas. You are responsible for understanding *all* the information and requirements put forth in this document, our course Canvas site, and any other materials provided throughout the semester. Having said that, I want you to ask questions if something seems unclear or policies seem contradictory. This document may need revision, so please be aware that changes to class policies and to the course calendar (including due dates and class assignments) may be needed.

Tentative Class Calendar

Reading assignments should be completed **before the beginning of class** on the dates listed. This reading schedule includes all of the primary, required texts, but once I gauge general class interest and pace, I will post supplemental readings on Canvas as needed. There will be additional assignments and due dates posted that are not listed on the calendar below, so please check Canvas for details about these assignments. As I mention in “A Final Policy Note” above, due dates and assignments and class policies may need to change, so think of this syllabus as a common starting point rather than the final, complete word on everything that’s important to know.

M 1/16	MLK Day Holiday. Reading: “How to Have a Good Conversation” (video) and Course Syllabus (on Canvas).
W 1/18	Reading: What’s happening in the world. Please see the assignment on Canvas (approximately 10 pages).
M 1/23	Reading: Confucius, <i>The Analects</i> , Books I-IV, pp. 1-17 (17 pages)
W 1/25	Reading: Classical and contemporary contexts on Canvas (10 pages).
M 1/30	Reading: <i>The Mencius</i> , Book 6 Parts A and B, pp. 106-122 (16 pages)
W 2/1	Reading: Classical and contemporary contexts on Canvas (10 pages)
M 2/6	Reading: Aristotle, <i>Nicomachean Ethics</i> , Introduction (xiii-xxi) and Books I & II (44 pages).
W 2/8	Reading: Classical and contemporary contexts on Canvas (10 pages).
M 2/13	Reading: <i>Exit West</i> . pp. 1-36 (36 pages).
W 2/15	Reading: <i>Exit West</i> . pp. 37-58 (22 pages).
M 2/20	Presidents’ Day Holiday. Reading: <i>Exit West</i> . pp. 59-98 (39 pages).
W 2/22	Reading: <i>Exit West</i> . pp. 99-118 (10 pages).
M 2/27	Reading: <i>Exit West</i> . pp. 119-166 (48 pages).
W 3/1	Reading: <i>Exit West</i> . pp. 167-190 (24 pages).

M 3/6	Reading: <i>Exit West</i> . pp. 191-231 (41 pages).
W 3/8	Reading: Essay One workshop/peer review.
F 3/10	Essay One Due.
Spring Break: March 13-17	
M 3/20	Reading: <i>Looking for Transwonderland</i> . pp. 1-57 (57 pages).
W 3/22	Reading: <i>Looking for Transwonderland</i> . pp. 58-83 (26 pages).
M 3/27	Reading: <i>Looking for Transwonderland</i> . pp. 84-125 (41 pages).
W 3/29	Reading: <i>Looking for Transwonderland</i> . pp. 126-139 (14 pages).
M 4/3	Reading: <i>Looking for Transwonderland</i> . pp. 140-181 (42 pages).
W 4/5	Reading: <i>Looking for Transwonderland</i> . pp. 182-205 (24 pages).
M 4/10	Reading: <i>Looking for Transwonderland</i> . pp. 206-245 (40 pages).
W 4/12	Reading: <i>Looking for Transwonderland</i> . pp. 246-269 (24 pages).
M 4/17	Reading: <i>Looking for Transwonderland</i> . pp. 270-309 (40 pages).
W 4/19	Reading: Catch-up day.
M 4/24	Reading: Lingering Issues and discussion on world movement and migration
W 4/26	Essay Two peer review session.
M 5/1	Reading: TBA based on class interest. Posted to Canvas.
W 5/3	Reading: TBA based on class interest. Posted to Canvas.
Finals Week	Essay Two Due: 5/10