

The Intellectual Heritage Program

Mosaic: Humanities Seminar II, 0952

Section 06 (TR 11:40-1:00), CP 306

Fall 2008

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Required texts:

These texts are available at the University bookstore. **PLEASE GET THEM AS SOON AS POSSIBLE!**

Edward Jenner, Vaccination against Smallpox, Prometheus Books, 1996

Charles Darwin, Origin of Species, Penguin Books, 1985

Homer, The Iliad, Hackett Publishing, 1997

The Declaration of Independence **BB**

Hannah Arendt, Totalitarianism: Part Three of the Origins of Totalitarianism, Harvest Books, 1968

Thomas More, Utopia, Yale Univ. Press., 2001

Alexis de Tocqueville, "Reflection on the Causes of the Commercial Prosperity of the United States" **BB**

Jane Jacobs, The Death and Life of Great American Cities Vintage Books, 1992

Henry David Thoreau, Walden, Digireads.com Books, 2005

Course Objectives:

The goal of "Mosaic: Humanities Seminar II" is to introduce students to texts that are challenging in several ways: rhetorically, historically and culturally. Through these texts and through discussion-intensive classes, students will explore universal themes while building skills in critical and analytical thinking, reading and writing.

Keep in mind that your analytic and critical skills can only develop through careful reading and systematic inquiry of the material at hand. To achieve this objective you should demonstrate an independence of mind as well as a serious approach to the readings and classroom discussions. Form your opinions based on factual knowledge and a sense of yourself while seeking to avoid, at all times, "knee-jerk" reactions to controversial issues. Be careful not to fall into the trap of merely regurgitating the

attitudes of contemporary political pundits and irresponsible opinion makers. By the end of the course, you should be able to contextualize arguments and apply your newly honed critical skills to courses in any field or to any intellectual endeavor.

Class Procedures/Attendance/Grading:

There will be lectures, discussions, group work and occasional videos that will illuminate the issues we are examining. Your participation in class discussions is crucial and will be reflected in your final grade. Because discussion is a major part of this course **attendance is mandatory**. Three (3) unexplained absences will result in an "F" in classroom participation portion of the final grade. Six (6) or more unexplained absences will result in a failing grade for the term. If you anticipate missing class, or find yourself in a "difficult" set of circumstances, please call or email me to let me know what's happening.

All readings must be completed **before** each session and, in order to stimulate discussion each of you should write down at least one thought or impression or question from the readings and bring this to every class. It will also be helpful if you take notes not only on the readings, lectures, but also on the discussions.

You should have hard copies of texts with you for each class, including the texts posted to Blackboard.

Any special problems that prevent your full participation in the course should be discussed with the instructor as soon as possible.

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to obtain the necessary documents so that reasonable accommodations can be made for exams, etc.

Policy on Cell Phones

Cell phones, pagers and beepers **must be turned off** during class unless you have obtained special permission from the instructor.

Course Requirements:

Papers: Two papers of 6-8 double-spaced typed pages (see below).

Due dates: October 14 and December 4.

Suggested paper topics will be distributed in advance.

Examinations: Mid-term (October 16) and Final (December 18 /11:30-1:30)

Grading breakdown:

Papers:	20% (10% each)
Mid-term:	25%
Final:	35%
Classroom participation:	<u>20%</u>
	100%

About the Papers

The papers you will write this semester will be interpretive papers, not research papers. In other words, you are not expected to cite sources outside of the assigned readings; you do not need to do any library research for the papers. However, you are expected to do close readings of the assigned texts, to analyze and critique specific passages.

Think of writing as a process, and not as a final product. This process will ultimately help you become more perceptive and insightful in your analysis and thinking.

You are, therefore, encouraged to write rough drafts of papers before turning them in. I will be happy to read your drafts and comment on them. Please have drafts to me at least a week before the due date so that I may have ample time to read them. You may also consider taking your drafts to the Temple Writing Center (in the Tuttleman Learning Center) for comments.

All papers must be typed and double-spaced!

Follow the following header format for essays:

First Page Format (**Header**)

Title
(Center)

Lower right hand:

Name

(2 sp)

Mosaic: Humanities Seminar II, 0952

Dr. Varkonyi

Date

NOTE: PLEASE DO NOT BIND THE PAPERS IN ANY WAY OTHER THAN WITH A STAPLE IN THE UPPER LEFT-HAND CORNER!!

Grade Outline for Essays:

The following grade outline refers largely to the mechanical aspects of papers. Content, in terms of analysis and critique, is also a major factor in grades, but is more subjective and will be judged on a paper-by-paper basis.

A = Excellent. Paper follows proper formatting, has an introduction and a clear thesis statement. It integrates the text(s) well in quotes and paraphrases in its body, and demonstrates a clear understanding of the material. It is well organized, uses transitions, has a conclusion, and is proofread for typos, etc. The paper is essentially error-free and employs the diction of academic discourse.

B = Good. Paper follows proper formatting and has an introduction. The thesis is present, but may lack some specificity. Its integration of the text(s) is adequate. Body paragraphs may need further development or clearer transitions. The paper has a conclusion. The paper does have occasional errors and typos, but is comprehensible and commensurate with college-level writing.

C = Fair. Paper has a few formatting problems. It also lacks focus and may not be clearly related to the assignment. The paper shows some difficulty in integrating the text(s). The introduction may be missing or unclear. The body paragraphs may be undeveloped or lack logical divisions. Transitions are missing. Conclusion is off the topic. Paper has a significant number of errors, but it remains generally comprehensible.

D = Poor. Paper lacks focus or fails to address the assignment. The thesis is missing or uselessly broad. Texts are poorly integrated or not cited at all. Transitions are missing. Paper lacks mastery of basic writing skills and makes numerous grammatical and mechanical errors.

Plagiarism

Plagiarism and academic cheating are strictly prohibited in the course. More than anything else, the Intellectual Heritage Program aims at furthering your critical thinking and writing development. The work of writing papers is an essential component of this development. So it is very important to indicate when you are quoting or adapting the thoughts of others. Please check out the following site for the University's statement on plagiarism:
http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.sh
tm

COURSE OUTLINE

Unit I: Science

(Sept. 2): Introductions, Scientific Method, and The role of Science in our lives

(Sept. 4): Jenner, *Vaccination against Smallpox*, pp. 13-40

(Sept. 9): Jenner, pp.40-74

(Sept. 11): Jenner, pp.74-91

(Sept. 16): Darwin, *Origin of Species*, pp.71-129

(Sept. 18): Darwin, pp.130-172

(Sept. 23): Darwin, pp. 173-233, 435-460

Unit II: Political Power

(Sept. 25): Arendt, *Totalitarianism*, Chap1, pp. 3-38; Chap. 4, pp. 158-177

(Sept. 30): Homer, *The Iliad*, Books 1-4, pp. 1-82

(Oct. 2): Homer, Books 5-10, pp. 83-197

(Oct. 7): Homer, Books 11-14, pp. 198-280

(Oct. 9): Homer, Books 15-19, pp. 281-386

(Oct. 14): Homer, Books 20-24, pp. 387-492

(Oct. 16): *Declaration of Independence* **BB** **Paper I due!**

(Oct. 21): **MID-TERM EXAM**

Unit III: Money and Power

(Oct. 23): More, *Utopia*, pp.1-50

(Oct. 28): More, pp. 51-95

(Oct. 30): More, pp. 95-139

(Nov. 4): De Tocqueville, “Reflections on the Causes of the Commercial prosperity of the United States” **BB**

Unit IV: City/Environment

(Nov. 6): Jacobs, Chaps 1-4, pp. 3-88

(Nov. 11): Jacobs, Chaps. 5-8, pp. 89-177

(Nov. 13): Jacobs, Chaps. 9-12, pp. 178-238

(Nov. 18): Jacobs, Chaps. 13-16, pp. 240-317

(Nov. 20): Jacobs, Chaps. 17-18, pp. 321-351

(Nov. 25): Thoreau, Chaps. 1-5

(Nov. 27): Thanksgiving Holiday—No Class

(Dec. 2): Thoreau, Chaps. 6-12

(Dec. 4):Thoreau, Chaps. 13-18 **Paper II due!**

(Dec. 9): REVIEW

(December 18) Final exam (11:30-1:30)

