

Fall 2008 **Syllabus**

Mosaic II: Humanities Seminar 852/008
MWF 10:40, Tuttleman 401A
Office: Anderson Hall 213C
IH Website: www.courses.temple.edu/ih

Prof. Aldona Middlesworth
Office Hours: MWF 12-1:30;
also by appt.
email: amiddles@temple.edu
Phone: 215-204-3177

Required Texts: Please purchase the exact edition listed below, otherwise the translation and pagination will not be the same. Not only were these editions used to make this syllabus, but discussion will go more smoothly if we all have the same translation and the same page numbers to refer to. All of these texts are available at the campus bookstore in the SAC; please get them as soon as possible.

- 1) Pollan, Michael. *Botany of Desire: A Plant's-Eye View of the World*. Random House Trade Paperback, 2002.
- 2) Jenner, Edward. *Vaccination Against Smallpox*. Prometheus Books, 1996.
- 3) Homer. *Iliad*. Trans. and ed. Stanley Lombardo. Hackett, 1997.
- 4) The Declaration of Independence. Available at www.mlkonline.net/jail
- 5) King Jr., Martin Luther. Letter from Birmingham Jail.
Available at www.ushistory.org/Declaration
- 6) More. Thomas. *Utopia*. Transl. Clarence H. Miller. Yale Univ. Press, 2001.
- 7) De Tocqueville, Alexis. *Reflection on the Causes of the Commercial Prosperity of United States.* **BB**
- 8) Jacobs, Jane. *The Death and Life of Great American Cities*. Vintage, 1992.
- 9) Rybczynski, Witold. *Home*. Penguin Books, 1987.
- 10) Occasional short articles, essays, poems that will be listed on Blackboard **BB**, or a URL will be provided.

Course Description/Overview:

Mosaic 852 is the second half of a year-long course designed to introduce students to some of the fundamental concepts of civilization. Through the use of primary texts we will gain a better understanding of key ideas and values of people in the past and how these have shaped the world we live in today. This semester we will focus on science and politics and ask ourselves among other questions, this one “How do we use complex systems, like science and politics, both to understand and shape the world we live in?” The Intellectual Heritage Program has identified five main aims of the Mosaic; these competencies are officially described this way:

By the end of Mosaic II, students should be able to: 1) Read in their entirety unfamiliar and problematic written texts that are theoretically, historically or culturally challenging. 2) Recognize abstractions, large ideas, and implications associated with difficult written texts. 3) Make connections across disciplines, across history and cultural boundaries. 4) Construct positions, arguments and interpretations through textual analysis and evaluation. 5) Produce thoughtful writing that reflects persuasive positions and the conventions of academic discourse.

We will explore primary texts in order to reach these goals and improve skills; we will explore them both for their themes and style, that is both content and form, in other words both what is said and how it is said. Study of these diverse texts will help us to understand various aspects of the cultures that produced them, plus the relevance of these works to our own contemporary culture.

Course Objectives:

This course is designed to enable you to gain access to texts that have profoundly shaped the perception of the world we live in. While reading these works, it is important for us to debate the issues addressed by the authors. Remember that analytic and critical skills can only develop through a careful inquiry into the material. Be ready to do a good bit of writing both in class and out.

Goals:

- 1) Explore perspectives offered by the significant works of the particularly Western but also global tradition.
- 2) Develop critical thinking skills.
- 3) Discover and reflect on ideas that did and continue to influence the world.
- 4) Look for links among ideas studied in Mosaic I and Mosaic II.
- 5) Enhance reading and writing abilities.
- 6) Become familiar with the discourses of power.
- 7) Work on effective oral self expression.
- 8) Come alive with thought and feeling

Guidelines:

1. More than six (6) absences, you fail. Attendance is taken at the beginning of class. Missing four classes will affect your grade.
2. Submit plagiarized work, and you fail. Please read the section on plagiarism in this syllabus.
3. No Incomplete grades given for this course.
4. Lateness to class will be penalized, be courteous and come to class on time.
5. No late paper submissions or make-up exams. Only exception: Medical reasons verified by a note from your physician. Late papers will be penalized by half a letter grade per day late.
6. Submitted work must be computer printed.
7. Civility and professional behavior are assumed. This includes turning off your cell phone, not eating in class, not engaging in side conversations, or leaving during class or before the class period is over without first notifying the instructor.

8. Please plan to spend at least two hours out of class for each in-class hour (reading, preparing written assignments, reflecting, reviewing notes).
9. **Always** bring your copy of the text that we are reading to class session. If you do not have the text and I notice, you will be marked absent for that period.

Problems:

If you are having any problems with the readings or any aspect of our class, contact me immediately. Call my office or send an email. Please do not wait! I am interested in your success and want this class to be an experience that you value highly. My office hours are listed on the first page. Feel free to drop in at any time. I am available at other times with a prior appointment. When emailing me, be certain to include your name and the time when your IH section meets.

Student Code of Conduct, Policy Number: 03.70.12:

Every student must conduct himself or herself with respect and courtesy in compliance with Temple University policies and the Procedures Manual at http://policies.temple.edu/getdoc.asp?policy_no=03.70.12

Resources:

- The Writing Center, 201 Tuttleman Learning Center, 215-204-1700.
- University Counseling Services, 215-204-7276.

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 also Disability Resources and Services at 215-204-1280 in 100 Ritter Annex, with a documented disability, to coordinate reasonable accommodations.

Religious Holidays:

If you will be observing religious holidays this semester, which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, I will offer you the opportunity to make up the class or course requirement if you inform

me of the dates of the holidays within two weeks of the beginning of the semester or three days before any holiday which falls within the first two weeks of class.

Plagiarism:

There are strict university guidelines on plagiarism. Cheating, copying published material without proper referencing, using internet papermills, using papers from previous courses, or copying fellow students' work constitute fraud and carry significant penalties, such as a definite F in the course, and in the worst case scenario expulsion from the university. Please check out the following site for the University's statement on plagiarism:

www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm

Please Note:

--Last day to drop a course: Monday, September 15.

--Last day to withdraw from undergrad courses: Monday, November 3.

Grading Policy:

Papers: Two papers of 3-5 double-spaced pages; one must be revised.

Suggested paper topics will be distributed in advance. Failure to submit the papers will result in a failed grade for the course.

Papers	20% each (Mandatory to pass the course.)
Final	20%
Four Quizzes	20% (each worth 5%)
Class Participation	20% (attendance, discussion, effort, courtesy, punctuality)

I reserve the right to give an on-the-spot quiz on the daily reading any day of the semester, with the grade that you receive going under class participation.

Class Participation:

By class participation, I mean coming to class with the text, having read the assignment for that day and being ready to discuss it. Our class is comprised of lecture and some group work, but mostly discussion. To prepare for this, make notes, such as questions or comments, in the margins of the text. This will help you during class discussions. Think how the ideas in the assignment for a particular day compare to ideas developed in previous assignments and classes. Make connections. Prior to most classes, I will ask you to summarize in writing a passage in the text for that day or to answer discussion questions which I will distribute beforehand. I will ask each of you to prepare a short

double-spaced, type-written response for the next class meeting. Only type-written responses will be accepted. Regularly I will call on you to read or paraphrase your responses so please be ready for this. At the end of each period, I will collect all papers. Although not graded, these responses will be counted in your class participation grade, and they will be due at the end of the class session when we discuss them. You should save these responses in a folder because they will prove invaluable for developing essays and studying for exams. Please note: You will often be asked to write a short response of two-three paragraphs, both in class and as homework. Though graded only with a check or minus and counted under your participation grade, they will be required.

CALENDAR:

(reading must be completed for the date assigned)

UNIT I: SCIENCE

September	3	Introduction to the Course/Overview
	5	Pollan, <i>Botany of Desire</i> , Introduction, pp. xiii-xxv
	8	Pollan, pp. 3-58, 183-238.
	10	Continue Pollan
	12	Continue Pollan
	15	Jenner, <i>Vaccination Against Smallpox</i> , pp. 13-40
	17	Jenner, pp. 40-74
	19	No Class
	22	Jenner, pp. 74-91
	24	Complete Jenner,
	26	Pollan/Jenner, FIRST QUIZ—ON UNIT I

UNIT II: POLITICAL POWER

October	29	Homer, <i>Iliad</i> , books 1-4, pp. 1-82.
	1	Homer, <i>Iliad</i> , books 5-8, pp. 83-142
	3	Homer, books 9-12, pp. 143-238
	6	Homer, books 13-16, pp. 239-331
	8	Homer, books 17-20, pp. 332-402
	10	Homer, books 21-24, pp. 403-492 FIRST PAPER DUE
	13	Declaration of Independence
	15	Continue D of I; King, Letter from Birmingham Jail
	17	Continue

UNIT III: MONEY AND POWER

October	20	More, <i>Utopia</i> , pp. 1-50	SECOND QUIZ--ON UNIT II
	22	More, pp. 51-95	
	24	More, pp. 95-135	
	27	Continue More	
	29	Continue	
	31	De Tocqueville <i>Reflection on the Causes of the Commercial Prosperity of the United States</i> "	BB
November	3	Continue	
	5	Continue	
	7	Continue	THIRD QUIZ--ON UNIT III

UNIT IV: CITY/ENVIRONMENT

	10	Jacobs, <i>Death and Life...</i> , chaps. 1-3, pp. 3-73	
	12	Jacobs, chaps. 4-6, pp. 74-140	
	14	Jacobs, chaps. 7-9, pp. 143-186	
	17	Jacobs, chaps. 10-12, pp. 187-238	
	19	Jacobs, chaps. 13-16, pp. 241-317	
	21	Jacobs, chaps. 17-19, pp. 321-391	
	24	Jacobs, chaps. 20-22, pp. 392-448	SECOND PAPER DUE
	26	Complete Jacobs	
Friday,	28	NO CLASS, Thanksgiving Recess	
December	1	Rybczynski, <i>Home</i> , Chapters 1-3	
	3	Rybczynski, Chapters 4-6	
	5	Rybczynski, Chapters 7-10	
	8	Complete Rybczynski,	FOURTH QUIZ--ON UNIT IV
	10	Last Day of Classes; Review for Final Exam	
	11-12	University Wide Study Days	
	19	Friday, 9-11	FINAL EXAM

I consider this syllabus a contract between you and me; returning to our next class meeting means that you agree to the requirements listed here. Welcome to the course!

