ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 1/9/12

1. ACADEMIC UNIT: Barrett, The Honors College

2. COURSE PROPOSED: HON 273 Human Event: Science Focus 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Laura Popova Phone: 5-8327
   Mail Code: 1612 E-Mail: Laura.Popova@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED. COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry–L ☐
   Mathematical Studies–MA ☐ CS ☐
   Humanities, Fine Arts and Design–HU ☒
   Social and Behavioral Sciences–SB ☐
   Natural Sciences–SQ ☐ SG ☐

   Awareness Areas
   Global Awareness–G ☐
   Historical Awareness–H ☐
   Cultural Diversity in the United States–C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description ☐
   (2) Course Syllabus ☒
   (3) Criteria Checklist for the area ☐
   (4) Table of Contents from the textbook used, if available See Syllabus

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

See attached

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses:

Is this amultisection course? ☐ No ☒ Yes; Is it covered by a common syllabus? No

Karen Bruhn
Chair/Director (Print or Type)
Date: 1/9/12

Rev. 1/94, 4/95, 7/96, 4/00, 1/02, 10/08
HON 273 (The Human Event: Science) is a continuation of HON 171 (The Human Event), which is Barrett Honors College’s signature course. The purpose of this course is to teach about great moments in the social and intellectual development of humankind with an emphasis on critical thinking and argumentative writing. This is true of the first semester of the course (HON 171), which looks at primary sources from the earliest writing to the Renaissance, as it is for the second semester of the course (HON 272, 273, or 274), which looks at texts from the Renaissance to the present. HON 273 is slightly different than other versions of the second semester of the course in that it looks at scientific ideas as cultural products. All texts used in the sections of HON 273 must be chronologically presented and must include representative works from world culture.

GENERAL STUDIES CREDIT. We like to add HU general studies credit to the course. All HON 273 courses are required to include literature that emphasizes theoretical issues covered in the course. Like HON 272 (Human Event: Humanities), HON 273 is devoted to analyzing "the productions of human thought and imagination." I have attached Dr. John Lynch's syllabus as an example. He includes Voltaire's Candide, Dostoevsky's "The Grand Inquisitor," Stephenson's Dr. Jekyll and Mr. Hyde, Camus' The Guest, Stoppard's "Arcadia," and pairs them with classical works in the natural sciences.

No other college unit offers a course like HON 273 - The Human Event: Science Focus.
ASU - [HU] CRITERIA

HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a CENTRAL AND SUBSTANTIAL PORTION of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>Syllabus: Course Description</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>Syllabus: Papers and Participation</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>Syllabus: Reading List</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>Syllabus: Reading List</td>
</tr>
</tbody>
</table>

THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted primarily to developing skill in the use of a language. However, language courses that emphasize cultural study and the study of literature can be allowed.

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checkheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasizes the study of values and the development of ethics and belief systems.</td>
<td>The focus of the course is to look at scientific ideas as cultural products. Particular attention is paid to perceived tensions between scientific and religious viewpoints.</td>
<td>Course description / Schedule of Readings. Example: Reading Robert Lewis Stephenson's Dr. Jekyll and Mr. Hyde to explore the ways in which Darwin changed the way we view human behavior.</td>
</tr>
<tr>
<td>Concerns the comprehension and interpretation/analysis of written texts.</td>
<td>Three analytical essays are required for all the HON 273 courses. Students are asked to develop their opinion about the work using evidence from the text to support their claims. Participation (in class discussion) is worth 50% of the grade.</td>
<td>Participation and Papers. Paper topics for first papers.</td>
</tr>
<tr>
<td>Concerns the development of human thought and deepens awareness of literature</td>
<td>The course is arranged chronologically demonstrating how great ideas in the sciences are linked to a particular context and how they are impacted by and impact the humanities.</td>
<td>Reading List. The readings are in chronological order. Emphasis is on how literature deepens an understanding of scientific ideas. Literature included: Voltaire's Candide, Stephensen's Dr. Jekyll and Mr. Hyde, Dostoevsky's The Grand Inquisitor, Camus' The Guest, etc.</td>
</tr>
</tbody>
</table>
HON 273: THE HUMAN EVENT (SCIENCE FOCUS)
FALL 2010

Meeting: TTh, 1:30 – 2:45 / 3:00 – 4:15 (Willow 212)

Office Hours: TTh, 9:00 – 10:00, W 10:30 – 11:30, or by appointment.

Dr. John M. Lynch
E-mail: john.lynch@asu.edu
Office: Sage South 167

HON 273 follows on from the first semester of “The Human Event” (THE) but focuses on a selection of scientific ideas and their implications for us as human beings. Throughout, we will be examining these ideas as both “science” and as “cultural products,” while exploring their implications for our views of ourselves within an apparently vast impersonal universe. Particular attention will be paid to perceived tensions between scientific and religious viewpoints.

Readings may get somewhat technical in places, but not overly so, and non-science majors who are interested in these ideas will benefit. Those wishing to explore further in more technical detail are encouraged to do so.

Learning Outcomes:

➢ Continued broadening of your cultural background and historical awareness, particularly with relation to scientific ideas and their impact on Western thought
➢ Continued improvement of skills in close reading, critical discussion, and evaluation & construction of oral/written arguments.

Required Texts:

The following works are required for purchase and are available at the ASU Bookstore or online. Only purchase these editions. All additional readings will be made available online. Failure to bring a text – or use of the wrong edition - counts as an absence. (See below for the policy regarding absences). Do not leave purchasing books too late in the semester; if the Bookstore runs out of copies, the onus is on you to obtain the correct edition before class.

➢ Voltaire, Candide, Hackett (ISBN 0872205460)
➢ Tom Stoppard, Arcadia, Faber (ISBN 0571169341)
➢ Alan Lightman, Einstein’s Dreams, Vintage (ISBN 140007780X)
➢ Jean Paul Sartre, Existentialism is a Humanism, Yale (ISBN 0300115468)
➢ Robert Louis Stephenson, Dr Jekyll and Mr Hyde, Signet Classic (ISBN 0451528957)

---

Please put HON 273 as the subject to all e-mail regarding this course. Pay attention to the policies regarding e-mail that are posted on the class webpage.
Online readings (marked [O] in the schedule below) are available on the Blackboard site under “Content/Readings”. For each reading there will usually be background information – often with study questions and links to further information – posted at the class website. Readings are to be completed for the class in which they are to be discussed.

No laptops or other e-reader devices are allowed in the classroom. Not only do they distract during discussion, using them also means that you will not adequately prepare when reading the texts. While readings will be made available in electronic form (to cut down costs to you), you must print them out before reading them and bring the printed (and annotated!) copy to class.

Supplementary Resources:

- We will use Blackboard (http://my.asu.edu) to submit papers and store readings.
- The class webpage is at http://lynch.faculty.asu.edu/site/hon273.html (this can be accessed through Blackboard/Content). You will need to check this regularly for the definitive schedule of classes, review questions, and other pertinent information. Note that this is a dynamic resource that will change as the semester progresses.
- The Barrett Writing Center will be available during the semester to assist students with their papers for all their classes. Directed by BHC faculty and staffed by writing tutors who themselves have completed THE, the Center offers individual tutoring on writing papers for THE and 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 website 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. While all the BWC staff are excellent, it is advised that you seek the assistance of Ms Malvika Sinha, a student who completed HON 171 and 273 with me and who is familiar with my expectations (and eccentricities).

Reading Texts:

THE is a reading-intensive course and you are expected to come to each class having read assignments carefully. Many of the works we shall study are philosophical or scientific in nature, and thus require close and concentrated reading. Casual skimming will (a) not be helpful to you in discussing these works, (b) will inhibit you from developing strong paper topics, and (c) cause you to fail any in-class quizzes or written assignments; thus your final grade will suffer. As a minimum following completing a reading, you should be able to answer the following questions:

1. What is the key question being addressed in the work you have read?
2. What are the main inferences/conclusions of the author?
3. What are the main assumptions made by the writer?
4. What are the implications if we take the author seriously? What if not?

To aid you in your active reading, I ask that you maintain a notebook (of questions, thoughts, ideas, outlines and, as a minimum, answers to the above four questions) while doing the reading. I can ask to see this notebook (and your textbooks) at any stage during the semester and will adjust your participation score depending on the quality of your work. In addition, should I feel that students aren’t adequately prepared for class, I reserve the right to initiate a series of unannounced quizzes which will remove points from your participation grade.
Assignments:

- Participation – 50% (includes in-class participation, reading journal, quizzes if required)
- Papers – 50% (three papers worth 15, 25 and 10% respectively)

I will treat your work with all due seriousness and attention. Please see the class website for more explicit guidelines as to grading standards.

**Participation:** (50%)

This class is a seminar; you are thus expected both to have carefully read the assigned reading and to engage in discussion during class-time. As participation is worth 50% of your final grade, it is obvious that failure to participate will result in a grade no better than a 'D' no matter how good your written work may be. Remember, coming to class and having read the assigned reading does not count as participation; you must contribute to the discussions. In addition, disruptive behaviors such as sleeping during class or conversing with neighbors will immediately (and without warning) result in a zero for participation during a given class, no matter how much you may talk at other times during that class. Failure to actively use your text in class will also result in a penalty. You should aim for a balance between active contribution and active listening – the classroom should not be dominated by single voices. Here are some of the things you should be doing to maximize your potential as a contributor to discussions: bring in questions about the reading, respond analytically to questions posed by the instructor or fellow students, support your claims with textual evidence, pose and/or address counter-arguments, and interact respectfully with class members by supporting or challenging their ideas. Please read the online guide to seminar participation for further guidelines and tips.

**Papers:** (50%)

Papers should be 1250 to 1500 words in length (i.e. approximately five to six pages in length, double spaced). Your paper must present a clearly organized and persuasive argument relating to the material we have read. You must develop an opinion about the work and use evidence from the text to substantiate your claims. As this course aims to have you think critically about primary sources, i.e. our assigned readings, no secondary material may be utilized in your papers, as you are being judged on the quality of your ideas, the form in which you present those ideas, and your use of textual evidence.

I am a fair grader who expects you to pay close attention to both the content and form of your written work. In general, I tend to return papers with more negative than positive comments – this does not mean that your paper was excessively “bad,” merely that given time and space constraints I am identifying the issues which I feel you can address and thus improve your future writing.

Note that the standard expected increases with each assignment; for example, work that received a ‘B’ in the first assignment would only receive a ‘C’ for the second assignment. The goal here is for you to continually improve your writing skills, even if you are initially an A/B grade writer.
Other Issues:

Attendance: In accordance with Barrett policy, you are allowed two absences (excused or otherwise) without penalty. Three absences will result in loss of 10% from your final grade (i.e. a B will become a C); four absences will result in a zero for participation. Note that arriving late for class, or not bringing your text to class, counts as an absence.

Plagiarism: You are obviously expected not to engage in any form of plagiarism, which according to the ASU Student Code of Conduct, means representing the words or ideas of another as one’s own. Plagiarism is an act of fraud - it involves both stealing someone else’s work and lying about it afterward. Note, that for an act to count as plagiarism, the representation does not have to be intentional. See http://provost.asu.edu/academicintegrity for ASU policies regarding academic dishonesty. While I will not be enacting Dante’s punishment for fraud, as a minimum punishment, detection of plagiarism will result in failure of the course (with an XE grade) and probable expulsion from Barrett. An ‘XE’ grade on your transcript denotes failure due to academic dishonesty and will preclude you from entry into any reputable graduate or professional school. The bottom-line is, DON'T PLAGIARIZE!

Important dates:

- September 18th: Paper #1 due.
- September 30th: Self-assessment #1 of participation due.
- October 15th: Mid-semester participation indicators posted.
- October 28th: Self-assessment #2 of participation due.
- November 3rd: Course Withdrawal Deadline.
- November 7th: Paper #2 due.
- December 2nd: Self-assessment #3 of participation due.
- December 7th: Complete Withdrawal Deadline.
- December 13th: Paper #3 due.

For the next class:

- Please read this syllabus carefully as it is a contract between you and I. By attending the next class you declare that you have read and understood all the above and will accept any declared punishments etc. I, for my part, will attempt not to change any of the major policies or deadlines without sufficient due notice.
- Carefully read the "Misc Policies", "Advice on participation", and "Grading of participation" that are available on the class website. Do so even if you took HON 171 with me.
- Equally as carefully read the first assignment (Bacon & Kant).
## Schedule of Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 19</td>
<td>Introduction to the class</td>
</tr>
<tr>
<td>Aug 24</td>
<td>Bacon, &quot;Four Ideals&quot; and Kant &quot;What is Enlightenment?&quot; [0]</td>
</tr>
<tr>
<td>Aug 26</td>
<td>Galileo, extracts from <em>Starry Messenger</em> [0]</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Galileo, <em>Letter to the Grand Duchess Christina</em> [0]</td>
</tr>
<tr>
<td>Sep  2</td>
<td>Newton, extracts from <em>Principia</em> [0]</td>
</tr>
<tr>
<td>Sep  7</td>
<td>Voltaire, <em>Candide</em>, pp. 1–79.</td>
</tr>
<tr>
<td>Sep  9</td>
<td>Hume, <em>On Miracles</em> and <em>On Suicide</em> [0]</td>
</tr>
<tr>
<td>Sep 14</td>
<td>Writing a paper</td>
</tr>
<tr>
<td>Sep 16</td>
<td>Work on paper</td>
</tr>
<tr>
<td>Sep 21</td>
<td>Paley, <em>Natural Theology</em>, pp. 7–46</td>
</tr>
<tr>
<td>Sep 23</td>
<td>Paley, <em>Natural Theology</em>, pp. 213–283</td>
</tr>
<tr>
<td>Sep 28</td>
<td>Darwin, <em>Descent of Man</em>, Ch 3, 4 &amp; 5</td>
</tr>
<tr>
<td>Sep 30</td>
<td>Darwin, <em>Descent of Man</em>, Ch 6 &amp; 7</td>
</tr>
<tr>
<td>Oct  5</td>
<td>Darwin, <em>Descent of Man</em>, Ch 8, 19, 20, 21</td>
</tr>
<tr>
<td>Oct  7</td>
<td>To be decided</td>
</tr>
<tr>
<td>Oct 12</td>
<td>Stephenson, <em>Dr Jekyll &amp; Mr Hyde</em>, pp. 37–124</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Eugenics [0]</td>
</tr>
<tr>
<td>Oct 19</td>
<td>Dostoevsky, <em>The Grand Inquisitor</em></td>
</tr>
<tr>
<td>Oct 21</td>
<td>Nietzsche, <em>Truth and Lie</em> and extracts from <em>The Gay Science</em> [0]</td>
</tr>
<tr>
<td>Oct 28</td>
<td>Camus, <em>The Guest</em> and extract from <em>The Myth of Sisyphus</em> [0]</td>
</tr>
<tr>
<td>Nov  2</td>
<td>Chaos Theory [0]</td>
</tr>
<tr>
<td>Nov  4</td>
<td><em><strong>No class, instructor at conference</strong></em></td>
</tr>
<tr>
<td>Nov  9</td>
<td>The Nature of Mathematics [0]</td>
</tr>
<tr>
<td>Nov 11</td>
<td><em><strong>No class, Veteran's Day</strong></em></td>
</tr>
<tr>
<td>Nov 16</td>
<td>Quantum Mechanics [0]</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Multiverses [0]</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Lightman, <em>Einstein's Dreams</em></td>
</tr>
<tr>
<td>Nov 25</td>
<td><em><strong>No class, Thanksgiving</strong></em></td>
</tr>
<tr>
<td>Nov 30</td>
<td>Stoppard, <em>Arcadia</em>, Act I</td>
</tr>
<tr>
<td>Dec  2</td>
<td>Stoppard, <em>Arcadia</em>, Act II</td>
</tr>
<tr>
<td>Dec  7</td>
<td>Final class</td>
</tr>
</tbody>
</table>
HON 273 – Fall 2010 – Paper #1

**Due date:** The final version is due on Saturday September 18th by 8:00am using BlackBoard (under Assignments). **No** late papers will be accepted. By submitting your paper, you are certifying that the work is wholly yours and that you are aware of the penalties for plagiarism.

**Length:** Papers should be 1250 to 1500 words in length and no longer. Your paper must present a clearly organized and persuasive argument relating to the material we have read. Your argument must go beyond class discussions. You must develop a claim and use evidence from the text(s) to substantiate your claims. In all cases, make sure you are not summarizing the text(s) but analyzing them. As this course aims to have you think critically about primary sources, i.e. our assigned readings, no secondary material may be utilized in your papers.

Remember, you are being judged on the quality of your ideas, the form in which you present those ideas, and your use of textual evidence.

**Formatting:** Submit your paper as a Word document. Use Arial font, size 12, and line and a half spacing (it's easier for me to read it electronically). There is no need for a extraneous information (your name, class, my name, a title) or a “works cited” page. Put the word count at the end of the paper. Use parenthetical in-text citation style, e.g. “(Lynch, 34)”.

**Signup for meetings:** I am requiring all students to meet with me to discuss their ideas for this first paper. On the schedule of classes (under September 9) you will see a link to a schedule of meetings - choose three possible times and email me with your selection. I will place you in a time-slot within a few hours, so you'll need to return to the schedule to see what time we will be meeting. **Signup will close at noon on Thursday 9th.**

Come to our meeting with ideas and evidence. Do not expect me to give you a thesis. Do not expect me to read a paper draft - I won't at this stage. Failure to schedule a meeting, to be adequately prepared, or to cancel a meeting with 24 hours notice will result in a letter-grade penalty to your paper (i.e a ‘B’ paper will become a ‘C’ etc).
Prompts: The prompts below are just prompts. They are not points to be argued, and certainly not theses. They are suggestions for getting you thinking about writing your paper. Think about the issues raised, but come to a thesis that you yourself want to argue. You can – as necessary – use texts from HON 171 as needed, however the paper is largely to focus on the texts we have read this semester.

1. Discuss Hume’s claim that “[a] wise man, therefore, proportions his belief to the evidence” (On Miracles, p. 108).
2. Critically evaluate Hume’s arguments in “Of Suicide” or “On Miracles”. Do not just summarize his ideas or offer unsubstantiated assertions.
3. How effective is Galileo’s separation of science and scripture? Can his ideas be used today for interactions between religion and science?
4. Are we living in an age of enlightenment or an enlightened age? Be careful not to write an op-ed piece - use multiple texts to make your claims.
5. Consider Galileo’s Sidereal Messenger in relation to Bacon’s prescription for scientific investigation. To what extent does Galileo avoid or commit the errors that Bacon describes? To what extent does he follow Bacon’s advice on how scientists ought to conduct their investigations? It is imperative that you read the whole of the Bacon reading before attempting this question.
6. In his Letter to the Grand Duchess Christina, Galileo appears to attempt to reconcile the conflict between the claims of science and religion. Think about whether he achieves this goal. If you think that he has another purpose in mind, state what you believe that purpose is and defend your claim.
7. Consider the practical, theoretical, and ethical implications of the approaches of Bacon & Galileo as to how a person may pursue a “scientific” life while dealing with the larger claims of society.
8. How does Voltaire answer the question “what is the meaning of life?”
9. How does Voltaire criticize the belief that this is the best of all possible worlds? Based on your reading of Candide, what (if anything) can we do to make the world better?
10. Much of Candide is concerned with evil, though there is much good as well. How are these balanced? What causes the evil? The good?
11. Develop your own thesis using our readings so far. Be sure and run your ideas past me before you begin writing.