

## Honors Freshman Sequence – Spring 2013

### Description of Honors Sequence courses and learning objectives:

The Honors Freshman Sequence is a model of interdisciplinary education that block enrolls students in literature, history, and philosophy courses. Faculty produce a common syllabus, thus affording multiple opportunities for integrated learning, cross-disciplinary exercises, and collaborative teaching.

- **HEG 22 Literature of the Human Imagination (sections 1-6) - Faculty: Andrea Libin, Louis Parascandaola, Leah Dilworth.** An introduction to the nature and function of literature. Emphasis is on critical skills needed for the appraisal and interpretation of literature. Texts are selected from all genres and reflect literature of historical and contemporary cultures around the globe. Taken in conjunction with Honors History (HHI 22) and Honors Philosophy (HHP 22). Satisfies the English and WAC requirements for graduation. Student must be part of the Brooklyn Honors Student Group in order to register for the course. Credits: 3 – Offered every Spring
- **HHI 22 Perspectives on Human History (sections 1-6) – Faculty: Nicolas Agrait, Joram Warmund, Stacey Hortmann Gatti.** A study of political, economic and social trends in world history aimed at discovering the nature of historical fact. Taken in conjunction with Honors Literature (HEG 22) and Honors Philosophy (HHP 22). Satisfies the History and WAC requirements for graduation. Student must be part of the Brooklyn Honors Student Group in order to register for the course. Credits: 3 – Offered every Spring
- **HHP 22 Human Values in Perspective (sections 1-6) – Faculty: Amy Robinson, Joseph Filonowicz, James Clarke.** An introduction to classic texts and problems in the history of philosophy as well as an exploration of the leading traditions of ethical and social thought from the early modern world to the present. This course encourages students to reflect on their own values in light of major ethical traditions and in relation to contemporary social issues. Taken in conjunction with Honors Literature (HEG 22) and Honors History (HHI 22). Satisfies the Philosophy and WAC requirements for graduation. Student must be part of the Brooklyn Honors Student Group in order to register for the course. Credits: 3 – Offered every Spring
- **HSM 26 University Honors Seminar.** Taken in conjunction with Honors Literature (HEG 22), History (HHI 22), and Philosophy (HHP 22). Hours are arranged each semester as part of the requirement for this course cluster. Pass/Fail only. Student must be part of the Brooklyn Honors Student Group in order to register for the course. Credits: 0 Every Spring

# Emerging Identities: Dialogues Among Generations

## Long Island University – Brooklyn Campus

### Honors Freshman Sequence – Spring 2013

Each year the faculty of the various disciplinary components of the Honors Freshman Sequence—Literature, History, and Philosophy—develop a common theme which is emphasized in the choices of texts you will read and the topics you will explore throughout the year. The spring semester continues this year's Freshman Sequence theme of *Emerging Identities* with an added twist. The addition of *Dialogues Among Generations* to our theme indicates a connection the various disciplines will develop throughout the semester between past and present literary productions, events, and thinkers. The following statements define the theme from the perspective of each discipline.

**Literature:** This semester we will be continuing with our theme of emerging identity. The identity that emerges often involves a learning process, sometimes painful, for the characters. Voltaire's *Candide* concerns a young man who travels the world in search of himself only to discover his identity in his own backyard. Harriet Jacobs's *Incidents in the Life of a Slave Girl* speaks of a woman's journey from slavery to freedom to gain her identity. Nora, in Henrik Ibsen's *Doll's House*, explores a woman's search for identity in a male-dominated world. Kafka's *Metamorphosis* describes the nightmarish discovery of a young man that his humdrum existence makes him no more than an insect. Ferdinand Oyono's *Houseboy*, set in colonial French Africa, narrates the dilemma of what it means to be both French and Black. Julie Otsuka, in *When the Emperor Was Divine*, tells of a Japanese-American woman whose national identity is called into question when she and her family are sent to an internment camp during World War II. We will also discuss how food is tied in with our identity, and we revisit stories studied last semester in different contexts (Jean Anouilh's *Antigone* and Tom Stoppard's *Rosencrantz and Guildenstern are Dead*). The semester promises to be an exciting educational experience for us as well as the literary characters we read.

**History:** Last semester's theme—*Emerging Identities*—continues and expands this Spring 2013 to include still more new identities. Among others, we will now see the rise of new political forms of organizations—for example, the emerging new nation-states; and we will also deal with the appearance of new economic/social classes, such as the industrial capitalists and proletarians; and, more, we will also study the formulations and expressions of often contradictory new ideologies and principles, such as those of democracy, egalitarianism, fascism, communism and popular sovereignty; and, yet more, we will familiarize ourselves with the modern emerging assertions of gender and racial rights and freedoms.

Of course, these new identities did not emerge out of a historical vacuum. Many of our current identities developed from earlier manifestations. Our modern concepts of, for example, democracy, nationalism, internationalism, freedom and equality were originally formed in the eras we studied last semester. There is, and has been, a continuous communication among contemporaries and between generations. Our modern concepts, values and institutions rest on the constant and continuing dialogue of the ages.

Our readings in History this semester illustrate this interdependent exchange between the present and the past. Whether it be Lincoln's Periclean Gettysburg Address, or Martin Luther King's references to Judeo-Christian values in support of principles of racial equality, our modern world values clearly rest on the expressions and actions of prior generations going back to the very beginning of civilizations now reapplied/modified to meet the challenges of our modern world. Thus, this semester the History component of the Honors Sequence will continue to investigate the essential—both good and bad—linkages that define our modern dilemmas and opportunities.

**Philosophy:** This semester, we will examine many different facets of human identity. We will begin with the fundamental insight that we are thinking things and that our minds present the rest of the world to us. Can we be certain of anything beyond our thought? Of course, we are not merely individual thinkers; we are also social beings, animals who live in groups with complex hierarchies. Why do we organize ourselves that way? Furthermore, we have an ethical dimension; we use ideas like good and bad, right and wrong. What do we mean by these terms? Finally, we are beings that struggle to be free—free from political oppression, free from the burden of individual history, free to create ourselves as artists of our own lives. We will read pioneering statements of these problems and ideas as well as contemporary responses to them. We invite you to leave the comfort of the familiar and to join us in our philosophical explorations.

# General Policies

**Assignments:** The Honors Sequence is a set of thematically interrelated, interdisciplinary courses that emphasize written and spoken communication as well as critical thinking. The Sequence is writing intensive and discussion oriented. The writing process in the Sequence is facilitated by having students turn in drafts of their written work. The first draft is read carefully by your instructor and suggestions for revision are provided. You will then revise the draft in consideration of these comments. Each of the disciplines will require at least one paper to be developed through the process of drafting. Two graded papers will be required in each class during the term, and in all three courses a final will be given. Individual instructors may assign additional work (e.g., keeping of a journal, short written exercises or presentations) as well as supplement the general policies with their own specific class policies. It is your responsibility to be aware of your instructors' additional assignments and class policies. For specific reading assignments and scheduled papers, see the detailed schedule of assignments below.

**Participation/Absences:** All Honors courses stress class participation. An aspect of your grade will be based on the nature and degree of your participation. Taking part in a discussion is very different, from the viewpoint of learning, from reading, writing papers and hearing lectures. All are important, but all are different. As there is no way to make up missed discussion, be sure you are there. If any material presented in the discussion is unclear, let your voice be heard to clear it up. *Be sure you understand your instructor's policy regarding absences and how participation is factored into your final grade.*

All your instructors maintain office hours during which you can see them in order to clarify aspects of the class discussion, the readings, or comments made on your papers. Take advantage of your instructors' willingness to work with you. When you have questions go see them during their office hours.

**Plagiarism** is the taking of ideas or words from any source, including all websites, and presenting those ideas or words as your own. As plagiarism is perhaps the highest form of academic dishonesty, students who plagiarize are subject to the most severe disciplinary penalties, including failure, dismissal from Honors and dismissal from the University.

**Required Texts:** To ensure use of the correct edition, please check the lists provided below for each discipline of the Sequence.

<b>Literature</b>	<b>History</b>	<b>Philosophy</b>
<i>Candide, Zadig, and Selected Stories.</i> Voltaire. Signet Books.	<i>Connections: A World History, Combined</i> Volume, Judge and Langdon. Pearson/Prentice Hall.	<i>Meditations on First Philosophy,</i> René Descartes. Hacket Publishers.
<i>Incidents in the Life of a Slave Girl.</i> Harriet Jacobs. Dover Thrift Editions.	<i>Sources of World Civ, Vol II: Connections and</i> <i>Conflict.</i> Third Edition. Johnson and Halverson. Pearson/Prentice Hall.	<i>Second Treatise of Government,</i> John Locke Hackett Publishers
<i>When the Emperor Was Divine.</i> Julie Otsuka. Anchor Books/Random House.	<i>Maus: A Survivor's Tale, Vols. I and II.</i> Art Spiegelman. Random House Publishers.	<i>Man's Search for Meaning.</i> Victor Frankl. Random House Publishers
<i>Houseboy,</i> Ferdinand Oyono. Waveland Press.		<i>What Does It All Mean?</i> Thomas Nagel. Oxford University Press.
<i>Five Plays.</i> Jean Anouilh. Hill and Wang Pub.		<i>*Philosophy Anthology</i>
<i>Rosencrantz and Guildenstern Are Dead.</i> Tom Stoppard. Grove Press.	<i>*History Anthology</i>	<i>**A Writer's Reference, 6<sup>th</sup> Edition,</i> Diana Hacker. Bedford/St. Martin's Press
<i>*Literature Anthology</i>		

\*Anthologies are available in Honors, Pratt 310

\*\*Fourth or Fifth editions of Hacker's *A Writer's Reference* are acceptable.

Date	Philosophy	Literature	History
<b>23-Jan</b> <b>Wednesday</b>	Introductions	Introductions	<b>First Day of Class</b> The World in 1650
<b>25-Jan</b> <b>Friday</b>	<b>The Solitary Thinker</b> Descartes, <i>Meditations</i> , and Nagel, <i>What Does It All Mean?</i>	Voltaire, <i>Candide</i>	<b>Absolutism</b> Readings Due: <b>Text:</b> chap. 24, pp. 534-42; <b>Anthology:</b> Bossuet, Hobbes.
<b>28-Jan</b> <b>Monday</b>	Descartes and Nagel	<i>Candide</i>	<b>Scientific Revolution</b> Readings Due: <b>Text:</b> chap. 24, pp. 543-56; <b>Source II:</b> Francis Bacon; Isaac Newton.
<b>30-Jan</b> <b>Wednesday</b>	Descartes and Nagel	<i>Candide</i>	<b>Enlightenment</b> Readings Due: <b>Text:</b> chap. 25, pp. 570-79; <b>Anthology:</b> Locke.
<b>1-Feb</b> <b>Friday</b>	Descartes and Nagel	English Romantic poets: Blake and Wordsworth	<b>Enlightenment</b> Readings Due: <b>Sources II:</b> Adam Smith.
<b>4-Feb</b> <b>Monday</b>	Descartes and Nagel	English Romantic poets, cont'd.	<b>Slave Trade</b> Readings Due: <b>Text:</b> chap. 23 (whole); <b>Sources II:</b> Olaudah Equiano. -

<p><b>6-Feb</b> <b>Wednesday</b></p>	<p><b>Society and the Self</b> Locke, <i>Second Treatise on Government</i></p>	<p>English Romantic poets, cont'd.</p>	<p><b>Revolutionary Identities</b> <b>American Revolution</b> Readings Due: <b>Text:</b> chap. 26, pp. 581-89; <b>Source II:</b> Declaration of Independence; <b>Anthology:</b> Correspondence between John and Abigail Adams.</p>
<p><b>8-Feb</b> <b>Friday</b></p>	<p>Locke</p>	<p>English Romantic poets: cont'd.</p>	<p><b>Revolutionary Identities</b> <b>American Revolution</b> Readings Due: <b>Anthology:</b> American Constitution/Bill of Rights.</p>
<p><b>11-Feb</b> <b>Monday</b></p>	<p>Locke</p>	<p>Jacobs, <i>Incidents in the Life of a Slave Girl</i></p>	<p><b>First Paper Due</b> <b>Revolutionary Identities French Revolution</b> Readings Due: <b>Text:</b> chap. 26, pp. 589-600.</p>
<p><b>13-Feb</b> <b>Wednesday</b></p>	<p>Locke</p>	<p><i>Incidents</i>, cont'd.</p>	<p><b>Revolutionary Identities French Revolution</b> Readings Due: <b>Text:</b> chap. 26, pp. 600-06; <b>Sources II:</b> Declaration of the Rights of Man and Citizen.</p>
<p><b>15-Feb</b> <b>Friday</b></p>	<p>Locke</p>	<p>Davis, <i>Life in the Iron Mills</i></p>	<p><b>Revolutionary Identities French Revolution</b> Readings Due: <b>Source II:</b> Declaration of the Rights of Woman and the Female Citizen.</p>
<p><b>18-Feb</b> <b>Monday</b></p>	<p><b>President's Day - No classes</b></p>		

<b>19-Feb Tuesday</b> follows a <b>Monday Schedule</b>	<b>The Moral Self</b> Kant, <i>Groundwork for the Metaphysics of Morals</i> , and Nagel, <i>What Does It All Mean?</i>	<b>First Draft/Paper 1</b>  <i>Life in the Iron Mills</i>	<b>Revolutionary Identities: Latin America</b> Readings Due: <b>Text:</b> chap. 28, pp. 640-47;  <b>Sources II:</b> Bolívar.
<b>20-Feb Wednesday</b>	Kant and Nagel	Ibsen, <i>A Doll's House</i>	<b>European/American Industrialization</b> Readings Due: <b>Text:</b> chap. 27, pp. 608-17; <b>Sources II:</b> Child Labor.
<b>22-Feb Friday</b>	Interview with Peter Singer Text plus film clip	<i>A Doll's House</i>	<b>European/American Industrialization</b> (Liberalism/Socialism/Marxism) Readings Due: <b>Sources II:</b> Karl Marx and Friedrich Engels.
<b>25-Feb Monday</b>	<b>First Draft/Paper 1</b> Singer, <i>Animal Liberation</i>	<i>A Doll's House</i>	<b>Nationalism</b> Readings Due: <b>Text:</b> chap. 27, pp. 617-38.
<b>27-Feb Wednesday</b>	Singer, <i>Animal Liberation</i>	Kafka, <i>The Metamorphosis</i>	<b>Civil War</b> <b>Emerging/Established Identities in Conflict</b> Readings Due: <b>Text:</b> chap. 28, pp. 655-62.
<b>1-Mar Friday</b>	Singer's thought: Harriet McBryde Johnson "Unspeakable Conversations"	<i>The Metamorphosis</i>	<b>Civil War</b> <b>Emerging/Established Identities in Conflict</b> Readings Due: Anthology: Free at Last; Gettysburg Address; Lincoln's Second Inaugural.

<b>4-Mar Monday</b>	Singer's thought: Harriet McBryde Johnson, "Unspeakable Conversations" and Singer, "Happy Nonetheless"	Anouilh, <i>Antigone</i>	<b>Civil War</b> <b>Emerging/Established Identities in Conflict</b> Readings Due: <b>Anthology:</b> Reconstruction Amendments
<b>6-Mar Wednesday</b>	Civil Rights: <i>Eyes on the Prize</i>	<i>Antigone</i>	<b>Imperialism: Creation/Destruction of Identities</b> <b>Text:</b> chap. 29 (Whole); <b>Sources II:</b> Kipling, "The White Man's Burden"; Darwin.
<b>8-Mar Friday</b>	Civil Rights: <i>Eyes on the Prize</i>	<i>Antigone</i>	<b>Imperialism: Creation/Destruction of Identities</b> Readings Due: <b>Text:</b> chap. 30 (Whole); <b>Sources II:</b> Gandhi, Hind Swaraj or Indian Home Rule.
<b>11-Mar 13-Mar 15-Mar</b>	<b>Spring Break - No Classes</b>		
<b>18-Mar Monday</b>	<b>Art and the Artist</b> Freud, <i>The Interpretation of Dreams</i>	<b>Second Draft/Paper 1</b>  <i>Oyono, Houseboy</i>	<b>Second Paper Due</b> <b>Creation/Mixing of Identities: World Migrations</b> Readings Due: <b>Anthology:</b> Yezierska.
<b>20-Mar Wednesday</b>	Freud, "The Poet and Daydreaming"	<i>Houseboy</i>	<b>World War I</b> <b>Text:</b> chap. 31, pp. 718-34.
<b>22-Mar Friday</b>	Rank, <i>Psychology and the Soul</i>	<i>Houseboy</i>	<b>End of World War I and the Bolshevik Revolution</b> Readings Due: <b>Text:</b> chap. 31, pp. 734-45; <b>Anthology:</b> Lenin, "What is to be Done?"

<b>25-Mar Monday</b>	<b>Second Draft/Paper 1</b> Rank, <i>Art and Artist</i>	Stoppard, <i>Rosencrantz and Guildenstern Are Dead</i>	<b>New Identities and Political Experiments I: Communism and U.S.S.R.</b> Readings Due: <b>Anthology:</b> Lenin, "State and Revolution."
<b>27-Mar Wednesday</b>	Langer, <i>Philosophy in a New Key</i>	<i>Rosencrantz and Guildenstern</i>	<b>Age of Uncertainty and Anxiety: Identities in Crisis</b> <b>Text:</b> chap. 32, pp. 747-62; <b>Anthology:</b> Freud. -
<b>29-Mar Friday</b>	Langer	<i>Rosencrantz and Guildenstern</i>	<b>New Identities and Political Experiments II: Fascism and Nazi Germany</b> <b>Sources II:</b> Hitler.
<b>1-Apr Monday</b>	Film: <i>Immortal Beloved</i>	Readings about food	<b>Second Paper Due</b> <b>Imperialism in Crisis: Road to World War II</b> <b>Text:</b> chap. 32, pp. 762-74, chap. 33, pp. 776-81, 786-89; <b>Sources II:</b> Japanese Imperialism. -
<b>3-Apr Wednesday</b>	Film: <i>Immortal Beloved</i>	Readings about food	<b>WWII: Holocaust and Memory</b> Readings Due: <i>Maus I-II</i> ; <b>Anthology:</b> Borowski. -
<b>5-Apr Friday</b>	<b>Culture and Identity</b> Visser, <i>The Rituals of Dinner</i>	Readings about food	<b>WWII: Holocaust and Memory</b> Readings Due: <i>Maus I-II</i> . -



<b>8-Apr Monday</b>	Visser	<b>First Draft/Paper 2</b>  Kingston, "Woman Warrior"	<b>WWII: Holocaust and Memory</b> Readings Due: <i>Maus I-II</i> .
<b>10-Apr Wednesday</b>	<b>Spring Conference</b> <b>Immigration, Food, identity</b>		
<b>12-Apr Friday</b>	<b>Joint Session One</b> <b>Immigration, Food, Identity</b>		
<b>15-Apr Monday</b>	<b>Memory and Meaning</b> <b>First Draft/Paper 2</b> Frankl, <i>Man's Search for Meaning</i>	Kingston, "White Tigers"	<b>World War II: Shattering of Identities</b> Readings Due: <b>Text:</b> chap. 32, pp. 781-86, 789-804; <b>Sources II:</b> Hiroshima and Nagasaki.
<b>17-Apr Wednesday</b>	Frankl	Spiegelman, <i>Maus</i>	<b>Post World War II: Rise of of New Identities (U.N. and Internationalism)</b> Readings Due: <b>Text:</b> chap. 34, pp. 806-12; <b>Sources II:</b> Charter of the United Nations; Universal Declaration of Human Rights.
<b>19-Apr Friday</b>	Spiegelman, <i>Maus</i>	<i>Maus</i>	<b>Post-WWII: Rise of New Identities:</b> <b>U.S. Civil Rights Movement</b> Readings Due: <b>Text:</b> chap. 34, pp. 820-23; <b>Sources II:</b> MLK, Letter from Birmingham City Jail.

<b>22-Apr Monday</b>	<i>Maus</i>	<i>Maus</i>	<b>Third Paper Due</b> <b>Post-WWII: Rise of New Identities</b> (Decolonization of Africa) Readings Due: <b>Text:</b> chap. 37, pp. 890-905; <b>Anthology:</b> Nkrumah; Freedom Charter. -
<b>24-Apr Wednesday</b>	<b>Joint Session Two</b> <b>Identity and Memory: Maus and Others</b>		
<b>26-Apr Friday</b>	<b>Joint Session Two (continued)</b> <b>Identity and Memory: Maus and Others</b>		
<b>29-Apr Monday</b>	<b>The Way We Live Now</b> The Stone (New York Times)	<b>Second Draft/Paper 2</b>  Otsuka, When the Emperor Was Divine	<b>Post-WWII: Rise of New Identities: Asia</b> Readings Due: <b>Text:</b> chap. 35, pp. 835-45, chap. 37, pp. 905-09; <b>Sources II:</b> Gandhi, Hind Swaraj or Indian Home Rule (Re-read). -
<b>1-May Wednesday</b>	The Stone	<i>When the Emperor Was Divine</i>	<b>Cold War: Identities in a Bipolar World</b> <b>Text:</b> chap. 34, pp. 812-33, chap. 35, pp. 851-56; <b>Sources II:</b> "American Century." -
<b>3-May Friday</b>	Review	<i>When the Emperor Was Divine</i>	<b>Rise of China</b> <b>Text:</b> chap. 35, pp. 846-50; <b>Anthology:</b> Deng Xiaoping. -

<b>6-May Monday</b>	<b>Second Draft/Paper 2</b>  Review and closings	Semester wrap-up	<b>Last Day of Class (Dialogues among Generations)</b> Readings Due: <b>Text:</b> 905-16; <b>Anthology:</b> Baharat Peer, "Modern Mecca," <i>The New Yorker</i> (April 16, 2012): 74-87; Sources II: Cultural Diversity.
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