

HNRS 2000: Critical Analysis
The Individual and the Community
 Fall 2010
 MWF 10:40-11:30

Instructor	Seminar Room	Email
Sec. 1 Drew Lamonica Arms	204 French House	dlamoni@lsu.edu
Sec. 2 James Stoner	213 French House	poston@lsu.edu
Sec. 3 LeRoy Percy	220 French House	lpercy@lsu.edu
Sec. 4 Daniel Marin	210 French House	bamari@lsu.edu

All four sections will meet on days designated as **LECTURE** in **212 Coates** for a common lecture. All other classes will meet with the professor in the assigned seminar room (see above).

In this course we will learn about – and practice – critical thinking, addressing questions of individual rights and civic responsibilities. Thoughtful discussion and debate – with each other, with professors, with authors and texts – are essential to the processes of critical analysis. Therefore, regular attendance and active participation are **EXPECTED**. If you are unable to attend class, for whatever reason, notify the professor in a timely manner.

Required Texts

- Zeitoun* by Dave Eggers (McSweeney’s Books, 2009) ISBN 9781934781630
Justice by Michael J. Sandel (Farrar, Straus and Giroux, 2009) ISBN 9780374180652
Antigone by Sophocles (Prestwick House, 2005) ISBN 9781580493888
Merchant of Venice by William Shakespeare (Signet, 2005) ISBN 9780451526809
Nine Parts of Desire by Heather Raffo (Dramatists Play Service, 2006) ISBN 9780822220978
Just and Unjust Wars by Michael Walzer, 4th ed. (Basic Books, 2006) ISBN 9780465037070

Course Schedule

M Aug 23	Introduction to the Course
W Aug 25	Discussion of <i>Zeitoun</i> Assignment of Paper #1: Reflection on <i>Zeitoun</i>
W Aug 25	HONORS COLLEGE CONVOCATION 7 pm, Union Ballroom Talk by Dave Eggers, author of <i>Zeitoun</i>
TH Aug 26	Q&A with Dave Eggers 9:30 am, Grand Salon, French House
F Aug 27	LECTURE (Stoner) Sandel, ch. 1, “Doing the Right Thing”
M Aug 30	LECTURE (Stoner) Sandel, ch. 2, “Utilitarianism”
W Sep 1	Discussion of Sandel, chs. 1 and 2 Paper #1 Due
TH Sep 2	A Conversation with Kathy and Abdulrahman Zeitoun 7 pm, Recital Hall, LSU School of Music
F Sep 3	LECTURE (Arms) Sophocles, <i>Antigone</i>

M Sep 6	LABOR DAY No class
W Sep 8	Discussion of <i>Antigone</i>
F Sep 10	<i>Antigone</i> concluded Assignment of Paper #2: Argumentative Essay on <i>Antigone</i>
M Sep 13	Ralph Waldo Emerson, "Self-Reliance" (Moodle)
W Sep 15	Frederick Douglass, "Self-Made Men" (Moodle)
F Sep 17	LECTURE (Marin) Sandel, ch. 3, "Libertarianism", selection from Nozick (Moodle)
M Sep 20	Discussion of Sandel, ch. 3 and Nozick Paper #2 Due
W Sep 22	LECTURE (Marin) Sandel, ch. 4, "Markets and Morals"
F Sep 24	Discussion of Sandel, ch. 4
M Sep 27	Thomas Carlyle, "Captains of Industry" from <i>Past and Present</i> , ch. 4 (Moodle)
W Sep 29	Samuel Smiles, selection from <i>Self-Help</i> (Moodle)
F Oct 1	LECTURE (Percy) Shakespeare, <i>Merchant of Venice</i>
M Oct 4	<i>Merchant of Venice</i>
W Oct 6	<i>Merchant of Venice</i>
F Oct 8	Mid-term seminar assignment due
M Oct 11	Assignment of Paper #3: Research on Sandel
W Oct 13	Sandel, ch. 5, "What Matters is the Motive: Kant"
F Oct 15	Kant, "What is Enlightenment?" (Moodle)
M Oct 18	LECTURE (Marin) Sandel, ch. 6, "The Case for Equality: Rawls", selection from Rawls (Moodle)
W Oct 20	Sandel, ch. 7 "Arguing Affirmative Action"
F Oct 22	FALL BREAK No class
M Oct 25	Sandel, ch. 8, "Who Deserves What? Aristotle"
W Oct 27	Sandel, ch. 9, "Dilemmas of Loyalty"

F Oct 29	Discussion of Sandel, chs. 7-9 Paper #3 due
M Nov 1	Sandel, ch. 10, "Justice and the Common Good"
W Nov 3	Thucydides, from <i>History of the Peloponnesian War</i> (Moodle) Walzer, <i>Just and Unjust Wars</i> , ch. 1
F Nov 5	Assignment of Group Project (Lincoln-Douglas debate) and Paper #4: Annotated Bibliography
M Nov 8	LECTURE (Stoner) <i>Just and Unjust Wars</i> , chs. 2, 3
W Nov 10	<i>Just and Unjust Wars</i> , chs. 4, 6
F Nov 12	<i>Just and Unjust Wars</i> , chs. 8, 9
M Nov 15	<i>Just and Unjust Wars</i> , chs. 18, 19
W Nov 17	Heather Raffo, <i>Nine Parts of Desire</i>
TH Nov 18	Honors College Theater Night <i>Nine Parts of Desire</i>
F Nov 19	<i>Nine Parts of Desire</i>
M Nov 22	Group work on Debate/Paper #4
W Nov 24	Group work on Debate/Paper #4
F Nov 26	THANKSGIVING BREAK No class
M Nov 29	Debating Justice at War (Group Presentations)
W Dec 1	Debating Justice at War (Group Presentations)
F Dec 3	Debating Justice at War (Group Presentations)
M Dec 6	Final Exam 7:30-9:30 am

Assignments (Specific details regarding each assignment will be given by your professor in seminar.)

	<u>Percentage of final grade</u>
Reflective Paper on <i>Zeitoun</i>	10
Argumentative Paper on <i>Antigone</i>	15
Mid-term assignments	10
Research paper on issues presented in <i>Justice</i>	15
Lincoln-Douglas-style debate and annotated bibliography	20
Final Examination	20
Contribution to seminar discussion	10

General Education Credit and Learning Outcomes: Honors 2000 is approved for 3 hours of General Education credit in the Humanities, Social Science, or English Composition. As such, the course will fulfill the following general education learning outcomes in all three General Education areas.

Humanities: Students will demonstrate an awareness of, and ability to formulate, rational interpretations of human experience. Specifically, students will make sense of the past by reconstructing causal patterns, identifying trends, and making informed comparisons between different historical cases; students will also learn to grasp the influence of varied and complex historical factors on the lives of individuals in societies. Additionally, students will demonstrate the ability to evaluate a position or argument in the light of internal consistency, factual evidence (pro or con), and prevailing counter-arguments that have withstood critical examination.

Social Science: Students will demonstrate mastery of factual knowledge of the subject matter. Students will also demonstrate an understanding of how people relate to each other and to the world around them and an understanding of diversity of cultures across time and space, as well as universal social characteristics and global networks.

Composition: Students will understand the function of reading and writing in cultural, academic, and professional communities; interpret different rhetorical situations and respond with appropriate genres; develop writing processes and strategies that reflect invention, inquiry, revision, and editing; interpret, evaluate, integrate, and document information gathered from primary and secondary sources; and understand and apply conventions for cultural, academic, and professional communities.

Academic misconduct will not be tolerated. *The Student Code of Conduct* is strictly enforced. See <http://www.lsu.edu/judicialaffairs/code.htm> for details.

LSU abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a disability that may impact your work in this class and for which you may require accommodations, please see your instructor or the Office of Disability Services, 112 Johnston Hall.