

HUMN/SSCI 5025
FOUNDATIONS AND THEORIES OF INTERDISCIPLINARY STUDIES
Master of Humanities/Master of Social Science (MHMSS) Program
University of Colorado Denver
Fall 2021
Margaret L. Woodhull, PhD

Meeting Time: Wednesday, 5:30-8:20 p.m. Room: CU-Denver, North Classroom 3004 Websites: CU-Denver, Canvas (https://ucdenver.instructure.com/courses/474793)	Office: CU-Denver, Student Commons Building, #3301 Office Hours: Tuesday 2:30-4:30pm; and by appointment; with the option of meeting via Zoom at: https://ucdenver.zoom.us/j/91917843447 Contact Information: Margaret.woodhull@ucdenver.edu Ph.: 303-315-3568
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CU Denver Campus Safety Protocols during Covid

- ♣ Due to the increased transmissibility of the Delta variant, all individuals regardless of vaccination status are required to wear masks while indoors on campus.
- ♣ Vaccinated Individuals: Vaccinated individuals may remove their masks indoors when able to maintain 10 feet of social distancing.
- ♣ Unvaccinated Individuals: Must complete the daily online health check; Must wear face coverings at all times while indoors; Must get tested for COVID-19 on a weekly basis beginning in August 2021.

I. COURSE INTRODUCTION:

COURSE DESCRIPTION AND OBJECTIVES: Foundations and Theories of Interdisciplinary Humanities is the first of the Master of Humanities core courses. It introduces students to **critical theory** in many of its different forms/perspectives, as well as to norms, assumptions, and traditions of **interdisciplinary practice** as it provides them with grounding in important research practices that form tools for further graduate studies. Students read and discuss a range of literary, philosophical, sociological, psychological, historical, and visual texts with an eye to understanding these within the discourses and practices of interdisciplinary thinking. Participating CU-Denver faculty from a range of disciplines may guest lecture during the semester, while the presiding professor weaves a cohesive thread through the interdisciplinary ideas of the course. Course materials and lectures are loosely chronological and take as their focus of analysis written and visual texts. The course challenges students with both reading and writing-intensive assignments.

As the core critical thinking course for the Master of Humanities and Master of Social Science degrees, Foundations and Theories of Interdisciplinary Humanities **introduces students to significant analytic and research models and concepts that are important theoretical tools for critical engagement** with ideas and scholarship which students will encounter in subsequent course work and research for the program.

Learning Outcomes: Upon completion, students should be able to think critically, research, write, and convey knowledge at the graduate level. They will have read a diverse body of cultural theories designed to assist them in approaching a wide range of disciplines as they begin their interdisciplinary graduate studies.

With this grounding, they should be able to:

- demonstrate familiarity with diverse paradigms of critical thought;
- discuss the utility and limitations of these paradigms
- apply the paradigms in their scholarly work by analyzing and interpreting diverse cultural, material, and institutional practices.

REQUIRED AND RECOMMENDED TEXTS:

1. Most required readings will be available electronically through the course Canvas site at <https://ucdenver.instructure.com/courses/456431>

All other required texts are books which can be purchased new or used on Amazon or venue of your choice:

- Freud, Sigmund. *Civilization and its Discontents*. Ed. Strachey, W. W. Norton, 1961. Routledge, 2003.
- Davies, Tony. *Humanism*. 2nd ed., Routledge, 2008. *Please note that we will use the second edition of this text, which has different pagination from the first edition and revised content.*
- Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 8th rev. edition, Chicago, IL: Univ. of Chicago Press, 2007.
- All other readings are available on our Canvas course page at <https://ucdenver.instructure.com/login>

RECOMMENDED TEXTS:

- Graff, Gerald et al., *"They Say / I Say": The Moves That Matter in Academic Writing*, 2nd edition. W.W. Norton, 2011.

NOTE: Readings are due for the class day on which they are listed in the course schedule.

USEFUL ONLINE RESOURCES:

- UCD Writing Center: <https://clas.ucdenver.edu/writing-center/>
- Online writing handbook at the University of Wisconsin, Madison: <http://www.writing.wisc.edu/Handbook/index.html>
- Chicago Manual of Style 16th ed. Via Purdue University Writing Lab: <https://owl.english.purdue.edu/owl/resource/717/01/>
- Purdue University Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/>

II. COURSE PROCEDURES AND POLICIES:

ATTENDANCE AND PARTICIPATION: Because this is a graduate seminar, discussion of assigned readings is key to a full and enriching experience for all participants. Please read carefully and thoughtfully all assigned texts and come prepared to discuss in class. Non-participation in class can impair your final grade. For example, you should regularly participate in discussion; raise thoughtful questions about the readings; foster discussion with and among members of the class.

Likewise, because this is a graduate course, attendance is required. Please be prompt. Avoid arriving late. More than one unexcused absence--e.g., non-medical or -emergency related--can incur a letter-grade drop in your final average. More than two late arrivals can lower your final grade by half (1/2) a letter grade. What constitutes a valid emergency is at the discretion of the instructor. Observant students will be accommodated for religious holidays. Students who miss two or more classes should consider withdrawing from the course. It is the responsibility of the student to withdraw according to university rules. Please read all materials and complete all assignments each week in order to participate in class. **In order to pass the course students must complete all assignments with a passing grade.**

Please Note: I am committed to supporting students during this global epidemic. Please communicate with me immediately if you are unable to participate in this course. I will do my best to accommodate needs that arise. To the best of your ability, as circumstances permit, please communicate with me in advance of assignment due dates in order to avoid potential penalties.

Cameras: In the event that we must go remote this semester, I encouraged all to put their cameras on during class meetings. A virtual background is fine and may enhance your comfort/privacy. Seeing people speak and react facilitates communication during discussions. Being on camera is also preferable during your presentations.

NOTE: If there are obstacles to you attending synchronous class zoom sessions or keeping your camera on, please let me know in advance, thank you.

COURSE COMMUNICATION: If necessary, I may communicate with students via email in between classes. Each CU student is provided a university email account. I consider this email to be the official email contact for class communication purposes. Please check it regularly so you do not miss contact and important class information. You are responsible for any messages, including assignments and schedule changes, I send you you're your University account. To communicate with me, contact me via my email above.

Out of courtesy to all participating in this seminar, please turn off and put away cell phones and other technology and devices not necessary for class participation. Adherence to the Student Academic Honor and Conduct Code is expected. The Student Conduct Code may be found at: <https://www.ucdenver.edu/student/health-wellness/student-conduct>

PLAGIARISM POLICY: I observe the following definition of plagiarism: The act of appropriating the literary or other creative composition or work of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation. (See: <https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty>). This course assumes your knowledge of these policies and definitions. See also: <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx> and <http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530>. If a finding of plagiarism has been made by the instructor and/or by other members of MHMSS faculty, the student may be assigned a failing grade in the course. At the discretion of the instructor, the student may fail the course and may also be asked to leave the MHMSS graduate program.

GRADING SYSTEM FOR GRADUATE COURSES: As per the policy of the MHMSS program, the following are the definitions for each letter grade: A = Excellent; A- = Very good; B+ = Good; B = Satisfactory; B- = passing but below program expectations. The grading scale is 93-100%=A, 90-92%=A-, 88-89%=B+, 83-87%=B, 82-80%=B-, 78-79%=C+, 73-77%=C, 72-70%=C-, 68-69%=D+, 63-67%=D, 62-60%=D- **Final course grades below B- will not be counted toward the MSS or MH degree or any graduate certificate. As graduate students it is expected that you will do excellent work.**

CLAS INCOMPLETE POLICY: The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the UCD campus policy. Incomplete grades (I) are NOT granted for low academic performance. To be eligible for an incomplete grade, students MUST:

- Successfully complete a minimum of 75% of the course. The instructor may require a higher percentage at their discretion.
- Have special circumstances beyond their control that preclude them from attending class and completing graded assignments. Verification of special circumstances is required.
- Arrange to complete missing assignments with the original instructor according to the mutually agreed upon time frame. Students may have up to a year to complete their work if approved by the instructor. Failure to complete work in the approved time frame will result in an F for the course.
- It is the responsibility of the student to familiarize themselves with the full Incomplete Policy and initiate discussion with the course instructor before the last class of the semester if they want to pursue an incomplete. CLAS incomplete policy: <https://clas.ucdenver.edu/faculty-staff/grading-policies>

DISABILITIES ACCOMMODATIONS: The faculty at CU Denver has a legal and moral obligation to provide reasonable accommodations to student with disabilities. As the instructor, I am committed to supporting the specific accommodation guidelines provided by that office for you if you so need. To be eligible for accommodations, students **must** register with the CU Denver Office of Disability Resources and Services (ODRS). If a student chooses not to accept the accommodations set forth by the ODRS, they must complete all

assignments and do all course work in the same manner as all other students in the class. For information about the ODRS, go to: <http://www.ucdenver.edu/offices/disability-resources-and-services>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) <http://www.ucdenver.edu/student-services/resources/Registrar-dev/StudentServices/Pages/FERPA.aspx>

DISCRIMINATION AND HARASSMENT POLICY AND PROCEDURES: Please see: <https://www1.ucdenver.edu/offices/equity/university-policies-procedures>

<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/>

GRADE APPEAL POLICY OR OTHER ISSUE WITH COURSE/INSTRUCTOR: (1) meet with the instructor face-to-face; (2) if not satisfied, meet with the head/chair of the department/unit; (3) if not satisfied, appeal to the CLAS Associate Dean. No step in this process may be skipped.

<http://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf>

II. COURSE ASSIGNMENTS AND GRADING:

There are no pre-requisite courses for this class. Reading assignments are indicated in the schedule of topics. You are strongly advised to keep up to date with the readings as the semester progresses. Read your assignments *before* the scheduled class. You are responsible for all the material discussed in class.

Students have the potential to make 500 points total on all assignment). Your grade will be based on your successful completion of class participation (100 points); 10 short weekly analytic papers (100 points total=10 points each), a 15-20 page final paper (100 points), a semester-long bibliographic research database (100); and classroom presentations (100 points). All written work for the course must be appropriately presented--formatted with correct citations as needed, using the citation styles recommended in a writing guide, such as Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th rev. edition (or higher), Univ. of Chicago Press.

THE FOLLOWING IS A BREAKDOWN OF ASSIGNMENTS, THEIR VALUES, and EXPLANATIONS:

1. CLASS PARTICIPATION: Class discussion will comprise a majority of your Participation Grade. Members of the class should come to class having read fully the assigned texts and be prepared to discuss questions and ideas the readings have raised. You should prepare several questions for discussion that you use to help generate discussion. Discussion should be carried out with respect for the text as well as your peers. Often, you may find that you do not like, understand, or agree with a text. This is not grounds for dismissing it. Keep in mind that the authors we read are highly respected intellects and voices in their disciplines. We read them because their ideas are central to dominant discourses in their fields and beyond. They deserve our careful consideration. ***Graded on a 100-point scale. Worth 20% of final grade.***

My discussion policy seeks to foster an open, supportive and safe environment for learning. I expect members of the course to bring sound arguments grounded in reason and evidence to our class conversations. I encourage dynamic engagement with the readings and constructive criticism. In order to foster an environment of free and open discussion and debate, we must all bring tolerance, civility, and respect for one another and the diverse political, religious, racial, sexual, or ideological points of view that arise. Please know that I welcome suggestions for an improved classroom experience. All communications with me are kept in confidence as detailed in University policy.

2. WEEKLY SHORT CRITICAL RESPONSE PAPERS: Each week, each student will prepare a short, double-spaced, typed paper related to one of the week's readings to be turned in at the end of class. Take some time at the beginning of the semester to consider which readings you might write about. An individual paper typically focuses on one of the readings for a given class and will be turned in during the class for which the reading is due.

Short response papers should be no longer than 300-400 words. These papers are designed to assist students in developing critical skills and good writing habits in preparation for the final paper due at the end of the semester by ensuring the continuous practice of writing cogently about the subject matter. They should exhibit a succinct voice, clear thinking, and reveal your comprehension of the reading or equally the challenges it presents you as you read. As with the case of class discussion, your written analyses should avoid unfounded opinion or uncritical

responses that are not guided by logic and clear reasoning. Ideally, they will recapitulate or summarize the principal thesis of the reading and highlight supporting points and/or evidence for the thesis. As the course progresses, your critiques should become more analytical—e.g., debating with the author’s position—as you develop a critical sense of the material. **Papers are due to me at the end of the class session. Graded on a 100-point scale 10 papers at 10 points each throughout the semester. Worth 20% of final grade.**

3. RESEARCH DATABASE ASSIGNMENT. This will be a year-long assignment the first half of which will be due incrementally in the course of the semester (to be continued on in the spring semester with HUMN or SSCI 5013: Interdisciplinary Methods and Practices). Due dates are noted in the Class Schedule. The goal of this assignment is to develop a database of primary and secondary research sources with notes and annotations. These become the basic research resources you will use for your final paper in this course. We will discuss this more as the semester progresses. **Graded on a 100-point scale This semester long research assignment will constitute 20% of your final grade.**

The following are the minimum requirements for the assignment:

- Familiarize yourself with EndNote or another digital bibliographic database software and use it to start collecting your resources. We will discuss EndNote in class.
- Collect at least 10 articles related to your paper topic: Use database searches to find 10 scholarly or primary source articles published in the past 7 years on your topic. § Download, read & save all the articles.
- At least 6 Books: Scan the footnotes of all your articles and locate 6 most cited books. Check these books out from the library or through Illiad. § Read the introduction, first chapter & conclusion of the books.
- One entry per text (article, book), ordered by date of publication §
- Citation of the author’s thesis and 2-3 sentence abstract
- All sources must come from refereed and/or scholarly sources.

4. CLASS PRESENTATIONS: Comprised of an informal in-class presentation and a **formal** (i.e., professional) final presentation. **Points: 100/500. Worth 20% of the final grade**

- **Weekly Class Presentations:** Each week one or two students will be responsible for presenting a reading to the class and establishing discussion. The presentation is based on the weekly paper and may elaborate a point or be directly read from the paper itself. Presentations can include visuals in the form of PowerPoint or Keynote presentations. **They should be no more than 10-15 minutes in length!** Keep in mind that bullet points on slides are most effective when they don’t try to do the work of explaining. Keep them brief! **Points: 50.**
- **Final Presentation:** Your final presentations should offer an epitomized version of your final paper. It should articulate your thesis, supporting evidence or data, findings and analysis of your topic to date. Final presentations occur in the last classes of the semester. The length of the presentation will depend Typically, they run about 15 minutes. Plan on presenting you research as if delivering a formal paper at a conference or at important work meeting. After each presentation, the speaker will take questions on their topic. Please plan on running slightly overtime for these final classes. Details to be discussed in class. **Points: 50.**

5. FINAL PAPER: DUE TO ME BY 5:00 PM, Monday, December 13, 2021. Each student must produce a 15-20-page (ca. 3000-3750 words, **excluding** foot/endnotes and bibliography) research paper relating to one or more of the readings or themes we study this semester. Additionally, in the course of preparing your research paper you will be required to submit potential research topics, a thesis statement, and a working outline. The Turbian guide you bought for the course details how to craft these preliminary efforts as you prepare your papers. Useful are the many strategies discussion in the Graff book listed as optional reading above for developing an argument and appropriate language and discourse for this effort. Please make good use of these books, and do not hesitate to ask me questions about the paper writing process as we progress through the semester. Due dates

are listed in the class schedule below. **Graded on a 100-point scale. The final paper 25% your final grade.**

- The **thesis statement and outline.** The thesis should be a paragraph-long formulation of your paper topic including a refinement of the questions you intend to ask and the methods or critical approaches you intend to use to resolve them with a statement as to why your chosen methodological approach to the material is a useful tool of inquiry. The outline should formally detail the organizing ideas by which your paper will unfold.
- The final paper will:
 - ❖ elaborate the thesis statement by contextualizing and providing supporting evidence for its claim or concern.
 - ❖ include a formal analysis of the work under consideration,
 - ❖ evidence of familiarity with some of the current scholarship related to your thesis and the work, and
 - ❖ provide a well-developed, cogent argument, analysis, or critique of the subject, as appropriate to your topic and thesis.
 - ❖ conclude with a statement about what you take to be the significance of your inquiry and the relevance of the findings set forth in your research.
 - ❖ include any images discussed, designated successively as fig. 1, fig. 2, fig. 3, etc...to correspond with their discussion in the text (this is exemplified in many of the readings this semester).

PLEASE NOTE:

- **In order to pass this course, students must complete all of the assignments**
- **I DO NOT accept late Final Papers. Plan well!**

IV. CLASS SCHEDULE: The following is a *tentative* list of weekly readings, subject to change at the whim or discretion of the presiding professor.

CLASS DATES AND THEMES	CLASS READINGS, GUEST LECTURER SCHEDULE, AND DUE DATES: READINGS ARE DUE ON THE DATE BY WHICH THEY ARE LISTED AND SHOULD BE READ IN THE ORDER LISTED
Week 1: August 22 (Wednesday): INTRODUCTIONS AND INTERDISCIPLINARITY AND SCHOLARSHIP DISCUSSION	Getting Acclimated: Welcomes, introductions, syllabus overview and class logistics, Q&A
SCHOLARSHIP PART I: INTERDISCIPLINARITY & SCHOLARSHIP	
Week 2: September 1 INTERDISCIPLINARITY & SCHOLARSHIP	Reading Set: “Introduction to Interdisciplinary Scholarship” <ul style="list-style-type: none"> • Moran, Joe, <i>Interdisciplinarity</i> 2nd edition (New York: Routledge, 2010), 1-16. • Julie Thompson Klein, <i>Humanities, Culture and Interdisciplinarity</i> (New York: SUNY, 2005) 1-33. • Repko, Allen and Rick Szostak, <i>Interdisciplinary Research: Process and Theory</i>, 3rd ed. (Thousand Oaks: Sage, 2017), 2-29; 76-101; 125-145 • Review also: https://library.auraria.edu/library-tutorials In Class: Discussion of readings; review of library resources and tutorials, research resources. Due: <ul style="list-style-type: none"> • Short Critical Response Paper #1

THEORY PART I: THE ENLIGHTENMENT & CRITICAL THEORY

Week 3: September 8
FOUNDATIONS OF CRITICAL THEORY: HUMANISM, ENLIGHTENMENT, AND THE RISE OF MODERNITY

Reading Set: “Humanism, Enlightenment, and The Rise of Modernity” (available on course Canvas web page under modules):

Secondary Source on the Enlightenment:

- Robertson, John, *The Enlightenment: A Very Short Introduction* (Oxford UP, 2015) 1-14.
- Davies, Tony. “Introduction” and Ch. 1: “The Invention of Humanity,” in *Humanism*, 2nd ed. (Routledge, 2008) 1-33. **(this is a book you should have ordered; it is not on Canvas)**

Primary Sources on the Enlightenment: The following are selections from key texts written in the 18th c. They are translated and published in edited volumes and scholarly websites.

- Kant, Emmanuel, “What is Enlightenment?” (1784) in *The Enlightenment: A Brief History with Documents* (Boston: Bedford, 2001) 202-208.
- Descartes, René, *Discourse on the Method and Meditations* (selections) (Prentice Hall, 1952), vii-xix; 3-23; 67-91.
- Diderot, Denis. *Encyclopedie* (selections) in *The Enlightenment: A Brief History with Documents* (Boston: Bedford, 2001), 156-159.

Skim the following:

- D’Alembert, Jean-Baptiste le Rond, *Preliminary Discourse to the Encyclopedia of Denis Diderot*): <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=did;rgn=main;view=text;idno=did2222.0001.083>
- Browse some of the plates that accompanied the *Encyclopedie* entries: http://quod.lib.umich.edu/d/did/title_plate/A.html

Nota Bene: If you need some background on the *Encyclopedie* and Diderot, see Wikipedia entries.

Due:

- **Short Critical Response Paper #2**

Student Presenter:

Student Presenter:

Week 4: September 15
FOUNDATIONS OF CRITICAL THEORY II: KARL MARX, MARXISM, AND CAPITAL

Reading Set: “Marxism” (available on course Canvas web page under modules):

Secondary Source:

- Fromm, Erich. *Marx’s Concept of Man*, Continuum, (New York, 1961), pp. 8-69.

Primary Sources:

- Marx, Karl, "Alienated Labour," *Early Writings*, trans. T.B. Bottomore (New York: McGraw-Hill, 1963), 120-134.
- Marx, Karl and Friedrich Engels, "The Immorality of Capitalism," in G. Lee Bowie, Meredith W. Michaels, and Robert C. Solomon Eds.), *Twenty Questions: An Introduction to Philosophy* 3rd ed. (Fort Worth, TX: Harcourt Brace, 1996), 859-864.

Due:

- **Short Critical Response Paper #3 and**
- **2) first set of Research Database sources: at least 4 articles and 2 books.**

Student Presenter:

<p>Week 5: September 22</p> <p>FOUNDATIONS OF CRITICAL THEORY III: FREUD AND PSYCHOANALYSIS</p>	<p>Reading Set: This is a book you should have ordered; it is not on Canvas:</p> <p>Primary Source:</p> <ul style="list-style-type: none"> Freud, Sigmund, <i>Civilization and its Discontents</i>, Trans. and Ed. Strachey, (W. W. Norton, reprint, 2010) <p>Due:</p> <ul style="list-style-type: none"> Short Critical Response Paper #4 <p>Student Presenter:</p> <p>Student Presenter:</p>
<p>Week 6: September 29:</p> <p>FOUNDATIONS OF CRITICAL THEORY IV: NIETZSCHE AND ANTI-HUMANISM</p>	<p>Guest Lecturer: Dr. Omar Swartz, MHMSS Faculty</p> <p>Reading Set: “Nietzsche and Anti-Humanism” (available on course Canvas web page under modules):</p> <p>Secondary Source:</p> <p>Davies, Tony, “From Humanism to Anti-Humanism,” in <i>Humanism</i>, 2nd edition, (New York: Routledge, 2008)</p> <p>Primary Source:</p> <ul style="list-style-type: none"> Nietzsche, Friedrich, <i>On the Genealogy of Morals</i>, (1887). (New York: Cambridge University Press, 2006), xiii-xxix; 3-9; 10-34; 35-67; 68-120. <p>Due:</p> <ul style="list-style-type: none"> 1) Short Critical Response Paper #5 and 2) three potential paper topics. <p>Student Presenter:</p>
<p>Week 7 October 6</p> <p>CRITICAL THEORY I: THE FRANKFURT SCHOOL</p>	<p>Reading Set: “Frankfurt School” (available on course Canvas web page under modules)</p> <ul style="list-style-type: none"> Max Horkheimer and Theodor W. Adorno, <i>Dialectic of Enlightenment</i> (Stanford, CA: Stanford University Press, 2002), 1-34; 120-136. <p>Due:</p> <ul style="list-style-type: none"> Short Critical Response Paper #6 <p>Student Presenter:</p>
<p>Week 8: October 13</p> <p>CRITICAL THEORY II: FOUCAULT, THE SUBJECT, AND POWER</p>	<p>Reading Set: “Foucault” (available on course Canvas web page under modules):</p> <p>Secondary:</p> <ul style="list-style-type: none"> Paul Rabinow, “Introduction,” in Paul Rabinow (Ed.), <i>The Foucault Reader</i> (New York: Pantheon, 1984), 3-29. <p>Primary:</p> <ul style="list-style-type: none"> Foucault, Michel, “What is Enlightenment?” in Paul Rabinow (Ed.), <i>The Foucault Reader</i> (New York: Pantheon, 1984), 32-50. ---, “Panopticism.” Selections in <i>Visual Culture: The Reader</i>, ed. by Hall and Evans, London, 1999, pp. 61-71. ---, “Right of Death and Power Over Life,” in Paul Rabinow (Ed.), <i>The Foucault Reader</i> (New York: Pantheon, 1984), 258-272. <p>Due:</p> <ul style="list-style-type: none"> Short Critical Response Paper #7 <p>Student Presenter:</p>

THEORY PART II: THE POLITICAL

<p>Week 9: October 20</p> <p>DISCOURSES OF POWER I: GANDHI, SOCIAL CHANGE, AND CIVIL DISOBEDIENCE</p> <p>Guest Lecturer: Dr. Lorna Hutchison, CU-Denver, MHMSS Program Faculty</p>	<p>Reading Set: “Civil Disobedience” (available on Canvas under modules)</p> <p>Primary Source:</p> <ul style="list-style-type: none"> Gandhi, M. K. <i>Non-Violent Resistance (Satyagraha)</i>. 1920-1921; 1927. (Dover Publications, 2001) 1-36. <p>Secondary Sources:</p> <ul style="list-style-type: none"> Brown, Judith M. Gandhi and Civil Resistance in India, 1817-47: Key Issues. <i>Civil Resistance and Power Politics: The Experience of Non-Violent Action from Gandhi to the Present</i>. Ed. by Sir Adam Roberts and Timothy Garton Ash. Oxford UP USA, 2009, pp. 43-57. Film, <i>Gandhi: his Life and Legacy Rise to Fame</i>, pt. 2, BBC. Available to stream through Auraria library. (52:31 min.) <p>Link: https://video-alexanderstreet-com.aurarialibrary.idm.oclc.org/watch/gandhi-his-life-and-legacy-part-2-the-rise-to-fame/details?context=channel:mahatma-gandhi</p> <ul style="list-style-type: none"> Goswami, Paromita. A re-reading of Gandhi’s <i>Satyagraha in South Africa</i> for contemporary community organizing. <i>Community Development Journal</i>, Vol. 44, No. 3, (July 2009) 393-402. <p>Due:</p> <ul style="list-style-type: none"> 1) Short Critical Response Paper #8 AND 2) Second set of Research Database sources: at least 4 articles and 2 books. <p>Student Presenter:</p>
<p>Week 10: October 27</p> <p>POWER AND THE POLITICAL: SOME DEFINITIONS AND CONCEPTS</p>	<p>Reading Set: “Schmitt and Agamben” (available on Canvas under modules):</p> <ul style="list-style-type: none"> Schmitt, Carl, <i>The Concept of the Political</i>, trans. George Schwab, (Chicago: Univ. of Chicago Press, 1996 [Germ. original 1932]). Selections TBD. Agamben, Giorgio, <i>Homo Sacer</i>, trans. by Daniel Heller-Roazen. (Stanford, CA: Meridian, 2005[1998]). Selections TBD. <p>Due:</p> <ul style="list-style-type: none"> Short Critical Response Paper #9 <p>Student Presenter:</p> <p>Student Presenter:</p>
<p>Week 11: November 3</p> <p>DISCOURSES OF POWER II: FEMINISM AND GENDER THEORIES</p>	<p>Reading Set: “Feminism and Gender Theories” (available on course Canvas under modules):</p> <ul style="list-style-type: none"> De Beauvoir, Simone. <i>The Second Sex</i>. (1949). Part III, “Myths”: pp. 193-217, jump to p. 250, and read final paragraph (ends p. 251) Hooks, bell, <i>Feminism is for Everybody: Passionate Politics</i> (Routledge, 2014) 1-24. Butler, Judith. “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” <i>Theatre Journal</i> 40:4 (Dec. 1988) 519-531. <p>Due:</p> <ul style="list-style-type: none"> Thesis statement and Outline <p>Student Presenter:</p> <p>Student Presenter:</p>
<p>Week 12: November 10</p> <p>DISCOURSES OF POWER II: IMPERIALISM AND</p>	<p>Reading Set: “Post-Colonial and Race Theory” (available on course Canvas under modules):</p> <ul style="list-style-type: none"> Fanon, Franz, <i>Wretched of the Earth</i>, trans. Richard Philcox, preface Jean-Paul Sartre [1961], foreward Homi K. Bhabha [2004] (Grove Press, Reprint 2005). Read the following

POST-COLONIAL THEORY	<p>selections: “Preface” by Jean-Paul Sartre, pp. xliii-lxii; and “On Violence,” pp. 1-52.</p> <ul style="list-style-type: none"> • Said, Edward, <i>Orientalism</i>, (Vintage Books, 1979) pp. 1-28. • Solomon-Godeau, Abigail, “Paul Gauguin and the Invention of Primitivist Modernism,” in <i>the Expanding Discourse: Feminism and Art History</i>, ed. Broude and Garrard (Westview Press, 1992), pp. 301-324. <p>Due:</p> <ul style="list-style-type: none"> • 1) Short Critical Response Paper # 10 and • 2) Third set of Research Database sources: at least 4 articles and 2 books. <p>Student Presenter:</p>
SCHOLARSHIP PART II: ACADEMIC WRITING	
<p>Week 13: November 17</p> <p>ACADEMIC WRITING WORKSHOP</p> <p>BRING TO CLASS TWO COPIES OF THE DRAFT OF YOUR FINAL PAPER FOR PEER REVIEWING</p>	<p>Reading: Turabian, Kate, <i>A Manual for Writers of Term Papers, Theses, and Dissertations</i>. 8th rev. edition, Chicago, IL: Univ. of Chicago Press, 2007. You can also use a higher edition</p> <ul style="list-style-type: none"> • Read: Chapters 5-7 and 9-10. <p>Due: First Draft of your Final Paper—to be shared for Peer Review</p>
<p>OPTIONAL: EXTRA CREDIT OPPORTUNITY PRAGMATISM AS A TOOL FOR CRITICAL INQUIRY</p>	<p>Read the following and write an extra short critical response paper to receive a 10 to replace your lowest grade on a previous short critical response paper.</p> <p>Reading Set: “Pragmatism” (available on course Canvas web page under modules):</p> <ul style="list-style-type: none"> • Rorty, Richard, “Texts and Lumps,” <i>New Literary History</i> 39:1 (Winter 2008) 53-68.
<p>Week 14: November 24</p> <p>FALL BREAK/THANKSGIVING</p>	<p>NO CLASS THIS WEEK: Happy Thanksgiving and Happy Writing!</p>
<p>Week 15: December 1</p> <p>FINAL PRESENTATIONS OF PAPERS</p>	<p>Due: Final Presentations to Class: Students present their work to the class.</p>
<p>Week 16: December 8</p> <p>Last Class Meeting</p> <p>FINAL PRESENTATIONS OF PAPERS</p>	<p>Due: Final Presentations to Class: Students present their work to the class.</p>
<p>MONDAY</p> <p>December 13, 2021</p>	<p>Due: Final Papers Due by 5:00 pm on this date via Canvas.</p> <p>I DO NOT accept late Final Papers. Plan well!</p>

FINALLY: Please familiarize yourself with the following CLAS academic policies and deadlines