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Course Description

The Human Event is an intensive, interdisciplinary seminar focusing on key social and intellectual currents in the development of humanity in its diversity. Students examine human thought and imagination from various perspectives, including philosophy, history, literature, religion, science, and art. Coursework emphasizes critical thinking, discussion, and argumentative writing. Exploring texts from approximately 1600 to the present, HON 272 is the second half of a two-semester sequence

that starts with HON 171.

Course Objectives

In HON 272, our learning goals are:

- To improve your ability to reason critically and communicate clearly.
- To cultivate your ability to engage in intellectual discourse through reading, writing, and discussion.
- To broaden your historical and cultural awareness and understanding.
- To deepen your awareness of the diversity of human societies and cultures.
- To instill intellectual breadth and academic discipline in preparation for more advanced study.

Course Themes

This semester, we will explore the key themes and concepts that shaped global social and political thought since the seventeenth century. We will discuss understandings and critiques of key concepts such as “human nature,” “social contract,” “family,” “property,” “liberty,” “equality,” “revolution,” “colonialism,” and “identity.” We will reflect on the connections between these concepts and contemporary debates on inclusion, exclusion, cultural diversity, and globalization.



Specifically, we will engage with the following guiding questions: What is human nature? What is political authority? What is the relationship between politics and society? What is the relationship between the personal and the political? How do gender, race, religion, and class shape the relationships between rulers and the ruled? How does geographic difference become political difference? How do local and global struggles for emancipation and equality intersect?

Course Readings

There are four required books for this course. You can obtain copies through the ASU bookstore or you can choose to buy from other sellers. If you decide to buy from other sellers, please make sure to obtain the print edition specified. Electronic editions of these books **will not** be accepted.

1. Jean-Jacques Rousseau, *Discourse on the Origin of Inequality* (*Oxford World's Classics*), Oxford: Oxford University Press, 2009. ISBN: 978-0199555420
2. Mary Wollstonecraft, *A Vindication of the Rights of Woman and a Vindication of the Rights of Man* (*Oxford World's Classics*), Oxford: Oxford University Press, 2008. ISBN: 978-0299555468
3. Kate Evans, *Red Rosa: A Graphic Biography of Rosa Luxemburg*, London: Verso, 2015. ISBN: 978-1784780999
4. Marjane Satrapi, *Persepolis: The Story of a Childhood*, New York: Pantheon Graphic Novels, 2003. ISBN: 978-0375714573

All other readings will be available on the course blackboard page under “Readings.” They are marked as “BB” on the course schedule at the end of this syllabus. See technology policy below for further details about using electronic copies of these readings in class.

Textual engagement is crucial for your learning and for our collaborative work in the classroom, so you must bring the readings with you to every class. **If you don’t have the readings with you, you will receive 0 points for daily engagement out of a possible 100.**

CONTENT WARNING: This course will address a number of sensitive and mature topics and issues, including materials and language of a sexual nature. Although some students may deem such content offensive, such materials are important for the learning process. You are not excused from interacting with such materials, but you are certainly encouraged to express well-formed opinions that express those objections and your reasons for them.

Course Requirements

Essays

Over the course of the semester, you will write three original argumentative essays. Each of these essays will target the development of specific writing and textual engagement skills.

Close Reading Essay (1200-1500 words): In a close reading essay, you are trying to illuminate something about the components of the text (broadly defined to include aural and visual objects) and how those components work to create meaning. Your essay will ask challenging questions and seek complex answers. You will get comfortable with navigating black and white terrain. Your thesis will be supported with careful and detailed use of textual context and evidence that you have gleaned from the text through analysis and interpretation.

Analytic Argument Essay (1500-1800 words): This essay will require a thesis-driven argument that is based on close reading of evidence drawn from a single text. You will formulate a driving question, identify your interlocutors. You will also articulate the broader significance of your argument, and provide evidence based on close reading.

Comparative Analysis Essay (1800-2100 words): This essay will require a thesis-driven argument that arrives at new insights by putting two texts into conversation with each other. You will create a nuanced, debatable thesis, structure textual comparisons, generate new insights from putting texts or phenomena into conversation with each other, incorporate evidence from multiple sources. Most importantly, you will connect different parts of your argument into a coherent structure.

Writing Standards for Human Event Papers

- 1. A Human Event paper contains a clear thesis statement.**
 - a. The thesis statement makes a specific, text-based claim, not a vague or broad observation.
 - b. The paper must stake a substantive position, one that is neither trivial nor obvious.
 - c. Human Event papers are typically 5-7 pages, and the thesis statement should appear in the first paragraph.

- 2. The body of a Human Event paper defends the thesis via a progression of arguments.**
 - a. The opening of the paper provides an overall map of its direction.
 - b. The body of the paper mirrors the introductory map, and each paragraph builds the case in logical progression.
 - c. The paper makes an evidence-based case in support of the thesis. Accordingly, the paper also anticipates and addresses potential objections.

- 3. Evidence from and analysis of the primary text(s) form the backbone of the paper's defense of a thesis.**
 - a. Textual evidence constitutes the foundation of the paper's argument. The paper cites the sources of evidence using Chicago Manual of Style, 16th or 17th edition.
 - b. No outside sources are permitted.
 - c. Analysis offers plausible explications of the texts that show how the meaning of the cited evidence helps develop the argument.

- 4. Human Event papers adhere to fundamental style elements.**
 - a. The paper uses proper grammar and word choice including gender neutral and inclusive language.
 - b. The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.

Writing Center

The Barrett Writing Center is available to assist Barrett students with their papers for all their classes. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both semesters of The Human Event, the Barrett Writing Center offers individual tutoring on writing papers for the Human Event and your 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](#) where you can access tutoring schedules, appointment information, and academic

background on the staff. To schedule an appointment, click on “Schedule Appointment (Barrett Students Only).”

Sample Grading Rubric for Essays¹

CRITERIA	Exemplary	Accomplished	Developing	Unsatisfactory
Interpretation and analysis	The essay makes a clear argument that is related to a key theme of the course, and the argument is supported with appropriate textual evidence. The use and analysis of concepts is very precise and convincing. The argument and claims that support it are sound and valid. (175)	The essay has an argument that is related to a key theme of the course and the argument is supported with evidence. Command of concepts shows precision. The argument and claims that support it accurately reflect the text. (150)	There is confusion between argument and opinion. The connection to course themes is tenuous. Use of evidence is inadequate. Use and analysis of concepts are imprecise, yet intelligible. If there is an argument, the argument is implausible or textually inaccurate. (125)	The essay has no discernible argument, and/or no connection to course themes. Claims are not supported with evidence. There is no analytic command of concepts, or concepts are entirely misinterpreted. (100)
Structure	The essay states a clear thesis in the introduction. The body of the essay is structured in a way that allows the reader to follow the argument effortlessly. The conclusion offers more than a summary of what has been said. (150)	The essay states a thesis in the introduction. The body of the essay is structured in a coherent way, but there may be a lack of flow. The conclusion doesn't offer more than a recap of the argument. (125)	The essay has a recognizable structure but the thesis is difficult to find or identify. It may be difficult to see how different parts connect to the overall plan. Some key components (thesis, introduction, conclusion) may be minimal or missing. Paragraphing may be problematic. (100)	The essay offers no thesis. There is no connection between different components of the essay, or these components make little to no sense on their own. Use of paragraphs, if any, is confusing. (75)

¹ Subject to change according to assignment. Numbers in parentheses indicate points gained for a 500-point essay.

Writing	The prose used is clear and precise. Word choices are appropriate. Grammar, spelling, and punctuation are flawless. (100)	The prose used is intelligible. Grammar, word choices, spelling, and punctuation are mostly correct. (75)	The prose used takes some effort to understand. It may be weakened by word choices, over-writing, grammatical errors, or lack of proofreading. (50)	The prose is hard to follow. Grammatical, typographical and proofreading errors distract the reader. (25)
Formatting	The essay has a title. It is properly formatted and it uses citations as specified in the prompt. It includes page numbers. (75)	The essay has a title. It cites the sources used. It includes page numbers. (50)	The essay demonstrates that the author made some effort to format it. (25)	The essay shows that the author has not thought about formatting. (0/0)

Daily Engagement

- attendance
- participation in class discussions and small group activities
- low-stakes writing assignments

Peer Review Workshops

- typed peer review letters
- complete drafts for workshops
- active participation in workshops

Self-Reflective Writing

- Initial self-reflection letter (250-500 words)
- Reflective Cover letters for each paper (250-500 words)
- Cumulative Reflection letter (300-500 words)

Grading

- ❖ Papers: 5000 points
 - Close Reading Essay: 500 points
 - Analytic Argument Essay: 2000 points
 - Comparative Analysis Essay: 2500 points

- ❖ Daily Engagement: 2900 points
 - 100 points for each session
 - 40 for attendance, 60 for participation
- ❖ Peer Review Workshop: 1200 points
 - 400 points for each workshop
 - 200 points for substantive engagement as peer reviewer
 - 200 points for participation during workshop
- ❖ Self-Reflective Writing: 900 points
 - 100 points for initial self-reflection letter
 - 200 points for each reflective cover letter
 - 200 points for cumulative reflection letter

Final Grading Rubric

Points	Grade
9800-10000	A+
9300-9799	A
9000-9299	A-
8700-8999	B+
8300-8699	B
8000-8299	B-
7800-7999	C+
7000-7899	C
6000-6999	D
0-5900	E

Attendance and Participation

Your active presence in the classroom is crucial to your learning in this class. However, I understand that sometimes, life happens and the reason for your absence is your own business. For this reason, you may miss up to two sessions without penalty. You don't need to send me an e-mail requesting

an excused absence. Once you have reached your limit of **two** unexcused absences, I will deduct **100 points per each additional absence** from your final point total at the end of the semester.

A note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency all constitute excused absences, and they won't impact your grade.

Being more than ten minutes late to class counts as non-attendance. Leaving early without prior approval also counts as non-attendance.

If you anticipate missing course on a regular basis because of school-related activities (arts, athletics, etc.), come and see me as soon as you can and we will figure things out. Similarly, if you anticipate missing course or being late on a regular basis due to extenuating circumstances, come and see me as soon as you can.

If you don't have the readings with you, you will receive 0 points for daily engagement out of a possible 100 per session. If you anticipate having trouble getting copies of the readings, come and see me as soon as you can.

Simply showing up to class with your readings will only get you **40 points out of a possible 100 per session** because learning is a collaborative effort. The viability of this course depends on your active participation. Active participation has four components:

- ❖ First, you must come prepared to every session. This means that you are expected to have done the readings, to have reflected upon them, and to bring the week's readings with you to class.
- ❖ Second, you must be able to demonstrate that you have done this work by contributing to class discussions with comments and questions.
- ❖ Third, you must listen carefully and thoughtfully to what others have to say.
- ❖ Fourth, you must take in-class writing exercises seriously. While I won't grade these low-stakes writing exercises, they are instrumental in your own learning, and in helping me figure out how to improve your understanding of course material.

Finally, you will probably disagree with some of the arguments voiced in class. I encourage you to express your disagreement with a fellow classmate or with me. Disagreements can be very constructive and productive. However, I also expect you to express your disagreement respectfully. Remember that you are disagreeing with an argument or an idea, and not a person. If you are unsure about what this would look like in practice, refer to the discussion guidelines document we created as a class on the first day of the semester.

Academic Integrity

Academic communities function best when their members treat one another with honesty, fairness, respect, and trust. Hence, you are expected to adhere to ASU's Code of Academic Integrity which states that academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, please consult the Provost Office's [page](#) on academic integrity. If you are unsure about what counts as violations of academic integrity, you can also consult the library guide [here](#). I also encourage you to come and talk to me if you have any questions about the standards of academic integrity.

General Policies

Accommodations

Please follow the appropriate University policies to request an accommodation for [religious practices](#) or to accommodate a missed assignment due to [university sanctioned activities](#).

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Qualified students who wish to request an accommodation for a disability should contact the DRC by going to this [website](#), calling (480) 965-1234 or emailing DRC@asu.edu.

Late Work Policy

As a rule, work will not be accepted late except in case of documented emergency or illness.

If you miss a paper or reflection letter deadline, 100 points will be deducted from your assignment grade for each six hours past the deadline.

If you miss a peer review workshop deadline, you will be counted as absent for the day of the workshop (even if you are in class), and you will not receive any points for peer review workshop.

Technology Policy

Please be sure to turn off and put away your cell phones before each class.

On days that we discuss one of the four assigned books, you must have the physical copy of the book with you. On these days, you may not use laptops or e-readers/tablets unless an in-class exercise is scheduled for that day.

On all other days, you may choose to print the readings before you come to class, or you may use your laptop or your e-reader/tablet as your primary reading device. That being said, remember that a big component of this course is active in-class participation. If your use of any electronic device becomes distracting to you or others around you, I reserve the right to further restrict electronic devices used in class.

On a few specified days of the semester, we will use laptops for classroom activities; some of these are marked on the course schedule and others will be announced in advance. If you think you might need accommodations for these activities, come and talk to me as soon as possible.

E-mail and Office Hours

I am happy to answer any questions via e-mail, but please be aware that questions that require more extensive answers are often more productively answered in person. **I will take at most 24 hours during the week, and 48 hours during the weekend, to respond. Please include HON272 in the subject line.**

I will not read drafts of papers over e-mail. If you need feedback on a draft, or substantive clarification about a topic discussed in class, it is best to come to office hours.

My office hours are as noted on top of the first page of this syllabus. Feel free to come and talk to me during those times about any questions or concerns. Keep in mind that you can always schedule an appointment with me if you are unable to come to my regular office hours.

Multiculturalism Statement

Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued

and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students' honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

Statement of Ethics

The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

Title IX

[Title IX of the Education Amendments](#) protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence.

We strongly encourage victims of sexual violence, sexual harassment, stalking and relationship violence to seek support and report incidents. The [Office of Equity & Inclusion](#) has been designated as ASU's Title IX coordinating office. Help from the Title IX Office can be found [here](#).

For help that is **confidential** please go to [ASU Counseling](#). Walk-ins are welcome. If you have experienced sexual assault please consult [this](#) resource and [this](#) resource for help.

Faculty and staff are required to report any allegation of sexual harassment, which includes acts of sexual violence. Full reporting procedures can be found [here](#). According to the procedures (instituted in 1978, but revised May 29, 2015), "reports alleging sexual harassment by students may be made to any employee within the university. All employees, unless precluded by law, are required to immediately disclose any allegation of sexual harassment by a student to the Office of Student Rights and Responsibility who will coordinate with the Title IX Coordinator."

ASU's Policy on Handling Threatening or Violent Individuals on Campus

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate behavior is defined by the instructor and includes keeping course discussion focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the [Student Code of Conduct](#).

Course Schedule

To meet the emerging needs of the class, this schedule is subject to change; any changes will be announced in class and updated on the online version of the syllabus.

Prepare all readings before class on the dates indicated below. Bring the assigned text to class each day, as you will need to support your views with textual evidence.

DATE	READING	ASSIGNMENT
Monday, Jan 8	Introduction (No Reading)	Introductory Survey to be completed by class time, Wed, Jan 10
UNIT I: LIBERTY AND EQUALITY, FOR WHOM?		
Wednesday, Jan 10	Hobbes, <i>Leviathan</i> (excerpts) (BB)	
<i>Friday, Jan 12</i>		<i>Initial self-reflection letter due by 5pm (BB)</i>
Mon, Jan 15 : MLK DAY	NO CLASS	

Wed, Jan 17	Locke, <i>Two Treatises of Government</i> (excerpts) (BB)	
Mon, Jan 22	Rousseau, <i>Discourse on Inequality</i> , pp. 1-54 (included)	Close reading group work (in class)
Wed, Jan 24	Rousseau, <i>Discourse on Inequality</i> , pp.55-85 (included) *OPTIONAL: NOTES, pp.86-120	
Mon, Jan 29	Wollstonecraft, <i>Vindication of the Rights of Woman</i> , pp.65-120	
Wed, Jan 31	Wollstonecraft, <i>Vindication of the Rights of Woman</i> Last name A-J: Read Chapter 4, pp.121-149 Last name K-M: Read Chapter 5, pp.150-170 Last name N-P: Read Chapter 5, pp.171-190 Last name Q-Z: Read Chapter 6, 7, and 8, pp. 191-220	Digital Literacy Exercise (in class)
Mon, Feb 5	NO READING - Bring all previous readings with you to class (Hobbes, Locke, Rousseau, and Wollstonecraft)	Concept Map Exercise (in class)
Wed, Feb 7	Toussaint l'Ouverture, <i>The Haitian Revolution</i> (selections) (BB)	Digital Literacy Exercise (in class)
Fri, Feb 9		<i>First draft of Essay #1 due to peer review group by 5pm</i>
Mon, Feb 12	Peer Review Workshop #1	Letters due to your peers by 8am; bring copy with you to class
UNIT II: REVOLUTIONS AND THEIR DISCONTENTS		

Wed, Feb 14	Burke, <i>Reflections on the Revolution in France</i> (selections) and Hannah More, <i>Village Politics</i> (BB)	
Fri, Feb 16		<i>Final draft of Essay #1 due by 5pm (BB)</i>
Mon, Feb 19	Frederick Douglass, “What to the Slave is the 4th of July?” (BB)	
Wed, Feb 21	Marx and Engels, <i>The Communist Manifesto</i> (BB)	
Mon, Feb 26	Kate Evans, <i>Red Rosa: A Graphic Biography of Rosa Luxembour</i> (pp.1-123)	
Wed, Feb 28	Kate Evans, <i>Red Rosa: A Graphic Biography of Rosa Luxembour</i> (pp. 124-179)	Graphic Novel Writing Exercise (in class)
Mon, Mar 5	NO CLASS - SPRING BREAK	
Wed, Mar 7	NO CLASS - SPRING BREAK	
UNIT III: COLONIALISM AND (SELF)EMANCIPATION		
Mon, Mar 12	Theeb, dir. Naji Abu Nowar, 2016	
Wed, Mar 14	George Orwell, “Shooting an Elephant,” in <i>A Collection of Essays</i> (BB)	

Fri, Mar 16		<i>First draft of Essay #2 due to peer review group by 5pm</i>
Mon, Mar 19	Peer Review Workshop #2	Letters due to your peers by 8am; bring copy with you to class
Wed, Mar 21	NO CLASS - Extended office hours during class time	
Fri, Mar 23		<i>Final draft of Essay #2 due by 5pm (BB)</i>
Mon, Mar 26	Fanon, "On Violence" in <i>The Wretched of the Earth</i> (BB)	Digital literacy exercise (in class)
Wed, Mar 28	Zahia Rahmani, <i>Muslim: A Novel</i> (excerpt), trans. Lara Vergnaud, published by Words Without Borders, http://www.wordswithoutborders.org/article/august-2017-the-new-french-from-muslim-a-novel-zahia-rahmani-lara-vergnaud (BB)	Digital Literacy exercise (in class)
UNIT IV: GENDER, RACE, AND RELIGION IN THE AGE OF POST-COLONIAL GLOBALIZATION		
Mon, Apr 2	Simone De Beauvoir, <i>Second Sex</i> (selections) (BB) * Required to read <i>Introduction</i> only; <i>OPTIONAL: Chapter 5</i>	
Wed, Apr 4	Nawal El Saadawi, <i>A Daughter of Isis: The Autobiography of Nawal El Saadawi</i> (selections) (BB)	
Mon, Apr 9	James Baldwin, "Notes of a Native Son" in <i>Notes of a Native Son</i> (BB)	

Wed, Apr 11	Marjane Satrapi, <i>Persepolis</i> (p.i-71)	
Sun, Apr 15		<i>First draft of Essay #3 due on Blackboard by 5pm</i>
Mon, Apr 16	No Class Meeting. Individual Conferences with Dr. Koker begin. Sign up here .	Bring copy of your first draft to the meeting.
Wed, Apr 18	Marjane Satrapi, <i>Persepolis</i> (p.72-153)	Bring electronic copy of your first draft to class.
Mon, Apr 23	Gloria Anzaldúa, “La conciencia de la mestiza” in <i>Borderlands/La Frontera</i> (BB)	Concept Map Exercise (in class)
Wed, Apr 25	Final Class (reading TBD)	Evaluations (in class)
Tuesday, May 1		<i>Essay #3 Final Draft and Cumulative Reflection Letter due by 11.59pm (BB)</i>