

Human Odyssey II

UNIV 2720

Class: 2314 Haley; Mon/Wed 9:00-9:50

Lab: 112 Thatch; Tues. 3:30 – 4:45

This course provides students with the opportunity to continue their exploration of the rich, multidimensional exchange of ideas between different global traditions of “knowing” and intellectual discovery, with a special focus during this semester on the relationship of the social sciences to the sciences and humanities. Students are expected to carefully study the course materials and to discuss, question, and challenge them. The class helps develop both historical awareness and critical thinking.

As faculty and students, we hope to accomplish the following goals in class:

1. Facilitate the discovery of connections between science and the humanities;
2. Nurture tolerance and respect for diversity;
3. Learn to think critically and to question assumptions;
4. Develop oral and written communication skills;
5. Provide an environment that facilitates the development of informed opinions about issues of both historical and current importance;
6. Learn that questions are often as important as answers and to foster an appreciation for the value of dialogue;
7. Develop reading skills.

Course Requirements:

All students are required to:

- 1) **Attend each class and lab period and be prepared to discuss the assigned readings listed below** (for Mon. sessions) **and the lab** (for Weds. sessions). **Participation in class discussions is 15% of your final grade.** Also, as part of your grade, students are required to submit an observation and a question raised by the Tuesday laboratory presentation on the weekly lab attendance slip. These questions provide a starting point for classroom discussions during the small group discussion sections on Wednesday. The attendance slips must be submitted to us before you leave the lab. These slips are a record of your attendance as well as an assignment. **Attendance slips must be turned in individually by each student. Someone else cannot turn them in for you.**

Active participation in the Monday and Wednesday class discussions is expected from each student. This will require reading the assigned material in your text (and possibly elsewhere) and your attendance and attention in the Tuesday labs. You are allowed 3 unexcused absences from the discussion and lab sessions during the semester. For each unexcused absence beyond the three allowed, students will lose 10% on their final course average, *e.g., if your class average is 85% (B) it will be reduced to a 65% (D) if you have two unexcused absences beyond the 3 allowed.*

- 2) **Compose a short TYPED outline of each reading, summarizing the major arguments and/or ideas in the assigned readings. (15% of your final grade). In addition to the outline, at least one paragraph of an *interpretive* nature should be written on some aspect of the readings for the week. At the end of each outline you must include a thoughtful question concerning some aspect of the material read. Outlines, interpretive paragraphs and the question for the following week will be due at each Tuesday lab session. Outlines must be submitted on time to receive full credit. The outline, interpretive paragraph and question should be 1-2 pages in length. Please be sure to have your outline, interpretive paragraph and question for the second set of readings (Jan. 17, 18, 19) ready to turn in at the first lab on Tuesday, Jan. 11th.**
- 3) **Please read the assignments for January 10th as listed in the syllabus below before coming to class on that Mon. Since the first set of readings is assigned for the first day of class, there will be no outlines, interpretive paragraphs or questions due for these reading**

assignments. Instead, the instructors will provide some questions for discussion on that day. **HOWEVER**, please note that you will have to turn in outlines, an interpretive paragraph, and a question for the following week's readings (Jan. 17, 18, 19) at the end of lab on Tues., Jan. 11th.

- 4) Take two exams during the semester (20% each) and a comprehensive final exam (30% of your final grade).

Example of grade calculation:

Participation	- 85% x .15 =	12.75
Lab outlines	- 75% x .15 =	11.25
Exam 1	- 90% x .20 =	18.00
Exam 2	- 88% x .20 =	17.60
Exam 3	- 78% x .30 =	23.40
		83.00%
Unexcused absences (4)	- 10.00%	(One unexcused absence beyond 3)
Final Course Grade		73.00% = C

Students needing **accommodations for disabilities** should arrange a meeting with **either of the instructors** during the first week of class. Be sure to bring **your Accommodation Memo** and **Instructor Verification Form** to the meeting. If you do not have an Accommodation Memo, but need special accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

Required Texts:

The Human Odyssey textbook is available at the University Bookstore. Please make sure you have the latest edition.

Exam Schedule:

Feb. 16: **Exam I** will cover the material (lectures, labs, and readings through Feb. 09).

Mar. 30: **Exam II** will cover the material (lectures, labs, and readings through Mar. 23).

Final Exam

The Final Exam is comprehensive and is scheduled for Tuesday, May 3, 2010 from 12:00-2:30 in our classroom, Haley Center 2328.

Reading assignments. Reading assignments are in *The Human Odyssey, Vol. 2* available at the AU Bookstore. The schedule of readings begins on the next page.

The Tuesday “Lab.”

- Attendance at the “lab,” 3:30 – 4:45 pm Tuesdays in 112 Thach, is mandatory.
- Missed labs cannot be made up.
- Please **TURN OFF** your cell phones/blackberries and **DO NOT text or talk** during the lab programs (see *Classroom Courtesy*, below).
- Pick up your Attendance slips and any handouts before the lab begins.
- Taking notes is strongly advised; lecture handouts are meant to assist your note taking.
- Write your questions/comments concerning the lecture or video on Attendance slips
- Attendance slips are accepted only **AFTER** the end of the lab program. Turn in your attendance slip, personally, to one of your professors. (Your professor will **NOT** accept your attendance slip if it is turned in by someone else.)

Discussion sections. MW Discussion sections meet in Haley Center 2328.

- Your course grade will depend in part upon the quality and frequency of your class participation.
- Your team-teaching professors will specify their MW attendance policy.
- Your team-teaching professors will determine the number, character and weight of tests and other assignments, including a comprehensive final exam.
- In addition to the material presented in “lab” you are responsible for all readings on the syllabus regardless of whether each one is specifically discussed in class, and instructors may assign additional readings
- The objectives of your weekly readings responses and writing prompts are for you to show the ability to: **(1) summarize (2) synthesize (3) analyze, and (4) apply** what you’ve read.
- Your weekly readings will be discussed in your class on Mondays, the lab meets on Tues, and will be discussed on Wednesday.

Special Accommodations: Students needing accommodations should arrange a meeting the first week of class. Come during your professor’s office hours or email one of your professors for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: haynemd@auburn.edu.

Classroom Courtesy

In response to suggestions of the majority of your peers and professors who do not like being disrupted, the following classroom behaviors are required.

- (1) Come to class on time. The lab begins on the hour and is scheduled from 3:30-4:45. If you are late, please sit in the back rows.
- (2) Turn off your cell *before* coming into the classroom. **Texting in the classroom is never appropriate.**
- (3) If you know that you must leave before the lecture is completed, please inform your professor **before** class and sit in the back of the room.

- (4) Students who arrive more than 5 minutes late, and students who leave immediately after signing the attendance sheet will be marked absent.
- (5) In an academic setting it is considered rude to arrive late and to leave before the lecture or film is completed. This behavior disrupts the remaining students, professors, and guests sitting near and around you. It disrupts Distinguished Visiting Lecturers and AU professors alike (who are often Distinguished Visiting Professors at *other* universities).

Manners are important in an academic environment.

Thank you for these considerations

Sequence of Lectures and Readings

Reading Assignment from *The Human Odyssey Reader* for discussion Jan. 10, 11, 12:

- pp. 3–5 McAllister, "An Astronomical Discussion in *Paradise Lost*," 2003.
- pp. 6–8 Newton, "General Scholium on Gravity," from *Philosophiæ naturalis principia mathematica*, published 1687.
- pp. 9–10 Newton, "The Mathematical Principles of Natural Philosophy"
- pp. 11 Newton's Laws
- pp. 12–23 Shelly, *Frankenstein* (excerpts), 1818.

January 11 Lab – Guest Lecture: Dr. James R. Hansen, Honors College, "The Newtonian World Helps Bring Forth the Social Sciences"

Reading Assignment from *The Human Odyssey Reader* for discussion Jan. 17, 18, 19:

- pp. 24-32 Durant and Durant, selection on Thomas Hobbes from Chap. 20, "English Philosophy" from *The Age of Louis XIV*, 1963.
- pp. 33–35 Pope, Selections from *Essay on Man*, 1733.
- pp. 36 Smith, Introduction to Leibniz, 2000.
- pp. 37–44 Voltaire, selected chapters from *Candide*, 1719.

January 18 Guest lecture: Dr. Donna Bohanan, History Department, "The Enlightenment, French Revolution, and the Emergence of the Social Sciences"

Reading Assignment from *The Human Odyssey Reader* for discussion Jan. 24, 25, 26:

- pp. 45-47 Brown, "Social Contract Theory and the State of Nature"
- pp. 48-50 Defoe, "(On) The Education of Women," 1719.
- pp. 51-58 Wollstonecraft, selections from *A Vindication of the Rights of Woman*, 1792.
- pp. 59-62 Diggins, "Science and the American Experiment," 1987.
- pp. 63 Sheppard, Background for Muse article, 2003.
- pp. 64–65 Muse, "First Amendment Rights Should Exist for All Americans, Whether We Agree With Them or Not," 1992.

Stephen J. Gould, "Strike Three For the Babe" from *The Flamingo's Smile*, 1985. **Handout**

January 25 Lab Invited Speaker: Prof. Timothy Terrell (Emory University School of Law): "The Economic Interpretation of the U.S. Constitution Revisited"

Reading Assignment from *The Human Odyssey Reader* for discussion Jan. 31, Feb. 1, 2:

- pp. 66–75 Smith (1995).selection from *The Republic of Letters: The Correspondence between Thomas Jefferson and James Madison (1776-1826)*
- pp. 76–78 Voltaire, selections from *A Treatise on Toleration*, 1763.

- pp. 79-82 Schuyler, Introduction to Kant, 2000.
 pp. 83- 86 Kant, "What is Enlightenment?" (in *The Enlightenment*, P. Gay, ed).

February 1 Lab Guest lecture: Prof. Kelly Jolley, Philosophy Department, "The Philosophical Underpinnings of the Social Sciences"

Reading Assignment from *The Human Odyssey Reader* for discussion Feb. 7, 8, 9:

- pp. 89-90 Blake, "The Garden of Love" and "Holy Thursday"
 pp. 91 Shelly, "Song to the Men of England"
 pp. 92-93 Wordsworth, "The World Is Too Much With Us" and "Expostulation and Reply"
 pp. 94- 96 Goldsmith, Selections from "The Deserted Village," 1770.
 pp. 97-99 Engels, "The Condition of the Working Class in England in 1844," 1845.
 pp. 100-104 Montessori, selection from *The Montessori Method*, Chap. 3, "Inaugural Address Delivered on the Occasion of the Opening of One of the 'Children's Houses,'" late 19th C.
 pp. 105-108 Long, "An Account of the First Use of Sulphuric Ether by Inhalation as an Anesthetic in Surgical Operations," *Bulletin of the History of Sci.*, 1942.
 pp. 109-118 Excerpts from *Sourcebook of Medical History* (Lind on scurvy, Snow on cholera, Reed on yellow fever, Holmes on puerperal fever).

February 8 Lab Prof. David Lynn (Emory University): "Biological Thinking and the Social Sciences in the 19th Century"

Reading Assignment from *The Human Odyssey Reader* for discussion Feb. 14, 15, 16:

- pp. 119-126 Smith, selections from *The Wealth of Nations*, 1776.
 pp. 127-134 Paxton, Fox, and Dore: Examples of Architecture and Painting during the Industrial Revolution.
 pp. 135-143 Rius, selection from *Marx for Beginners* (transl. by R. Appignanesi, 1976)
 pp. 144-150 Marx and Engels, "Manifesto of the Communist Party," from the English edition of 1888.
 pp. 151-156 Reilly, "The Case for Unions," *The Washington Monthly*, July/Aug. 1995, PP. 26-31
 Billington, Chapter 11 of *The Innovators*, 1996.

February 15 Lab Guest lecture: Prof. Michael Melancon, History Department: "Marx and Marxism: A Scientific Theory of Society, Past, Present, & Future"

Reading Assignment from *The Human Odyssey Reader* for discussion Feb. 21, 22, 23:

- pp. 169-170 Lyell, *Principles of Geology*, Chapter 1, 1830.
 pp. 171-173 Darwin, excerpt from *The Descent or Origin of Man*, 1871.
 pp. 174 Message from the Alabama State Board of Education.
 pp. 175-183 Dawkins, "The 'Alabama Insert.' A Study in Ignorance & Dishonesty," 1997.
 pp. 184-191 "Intelligent Design?" Milner and Maestro editorial in *Natural History*, April, 2002.
 pp. 201-206 Mayr, "Darwin's Influence on Modern Thought," *Scientific Amer.*, 7:79-83, 2000.
 pp. 207-213 Gould, "Nonoverlapping Magisteria," *Natural History*, March 1997.
 pp. 196-200 Emerging & Re-emerging Infectious Diseases from NIH website - **for use as a reference.**

February 22 Lab Guest Speaker: Prof. Mary Mendonca, Biology Department, "Darwinism and the Social Sciences"

Reading Assignment from *The Human Odyssey Reader* for discussion Feb. 28, Mar. 1, 2:

- pp. 214-215 Tennyson, *In Memoriam* (excerpts), 1833-1850.

- pp. 216 Arnold, "Dover Beach," 1851.
 pp. 217-219 Sumner, *The Forgotten Man* (excerpts), 1919.
 pp. 220-230 "Biological Science and the Roots of Nazism," Stein, *American Scientist*: 76, Jan/Feb 1988.
 pp. 231-232 "An Unholy Alliance," Deichmann, *Nature* 405: 739, 2000.
 pp. 233-235 "Were Tuskegee & Willowbrook 'Studies in Nature?'" Rothman, in *Hastings Center Report*, 1982.
 pp. 236-242 Caplan, "What's Morally Wrong with Eugenics?" In: *Controlling Our Destinies*, P.R. Sloan, ed., 2000.

March 1 Lab Invited Speaker: Prof. Judith Sheppard, Journalism Department, "The Tuskegee Experiments as Social Engineering"

Reading Assignment from *The Human Odyssey Reader* for discussion Mar. 7, 8, 9:

- pp. 245-247 Kurzweil, "Of Mind & Machines" from *The Age of Spiritual Machines*, 1999.
 pp. 252-255 Skinner, "Can Science Help?," Chap. 1 of *Science & Human Behavior*, 1953.
 pp. 265-270 de Waal, "The End of Nature vs. Nurture," *Scientific American*, Dec. 1999.
 "What music has to say about the brain" by Dan Levitin, Littleton Franklin Lecturer: view at <http://www.psych.mcgill.ca/levitin.html/BrainOnMusic/WhatMusicSays.htm>

March 8 Lab Prof. Dan Levitin (McGill University) "Medical Research as Social Science: Studies of the Brain"

March 14-19 – Spring Break

Reading Assignment from *The Human Odyssey Reader* for discussion Mar. 21, 22, 23:

- pp. 273-276 Gandy, "Twin Revolutions in Physics," 1998
 pp. 277-282 Pais, "Knowledge and Belief: The Impact of Einstein's Relativity Theory," *American Scientist* 78:1988
 pp. 283-287 Levenson, "Einstein's Gift for Simplicity," 2004.

One additional reading Assignment from *The Human Odyssey Reader* for discussion March 21, 22, and 23 will be selected by Professor Bondy and provided either electronically or as a handout.

Optional at the discretion of the faculty:

- pp. 292-298 The First Impressionist Exhibition, 1874, and art critics response to it, View art at internet site:<http://www.artchive.com/74nadar.htm>

March 22 Lab Invited Speaker: Prof. Barbara Bondy, Art Department, "Critical Theories of Art Emerging from the Social Sciences"

Reading Assignment from *The Human Odyssey Reader* for discussion March 28, 29, 30:

- pp. 288-290 "Plucking the Strings of Relativity," Turner, *Discover Magazine*, September 2004 -
 pp. 299-2302 Thomsen, "Going Bohr's Way in Physics," *Science News*: 129, January 11, 1986.
 pp. 303-310 Wyden, "Hiroshima II: 'This is Hell on Earth!'" 1984.
 pp. 311-313 Dannen, Einstein to Roosevelt, August 2, 1939.

- pp. 314-316 Bradley, "1945 Aerial Photographs of Hiroshima and Nagasaki: Background," 2003. Photographs by John Scarborough, WWII veteran, Auburn, AL.
- Keiper, The Nanotechnology Revolution, *The New Atlantis*, Summer, 2003. (see article at <http://me.queensu.ca/courses/MECH370/lectures/documents/TheNanotechnologyRevolution.pdf>)
- Trefil, Quantum Physics' world: now you see it, now you don't, *The Smithsonian Magazine*, August 1987 – (see one page article at <http://physicsworld.com/cws/article/news/26039>)

March 29 Lab – Prof Nels Madsen, Department of Mechanical Engineering, "Relativity Theory, Quantum Theory, and How They Affected (and Were Affected By) the Social Sciences"

Reading Assignment from *The Human Odyssey Reader* for discussion April 4, 5, 6:

- pp. 319-328 Bradley, "Breakthrough 2000: The Human Genome Project," 2004.
- pp. 329-331 Pääbo, "The Human Genome & Our View of Ourselves," *Science*, 291:1219.
- pp. 332-346 Annas, Caplan and Elias, "Stem Cell Politics, Ethics and Medical Progress," *Nature Medicine*, Dec. 1999.
- Stock, excerpt from *Redesigning Humans*, 2002.
<http://catalog.dclibrary.org/vufind/Record/ocm48435443/Excerpt>

Optional at the discretion of the faculty:

- pp. 357-363 Harzem, "The Craft of Understanding the Mind: Why It Cannot Be a Science," *Mexican Journal of Behavior Analysis*, 1996.

April 5 Lab Invited Speaker: Prof. Emeritus Jim Bradley (AU Department of Biological Sciences) - "The Social Sciences and How They Impact our Thoughts on the Moral Status of the Human Embryo"

Reading Assignment from *The Human Odyssey Reader* for discussion April 11, 12, 13:

- pp. 352-354 Huxley, selections from *Brave New World*, 1946.
- pp. 355-356 Gray, "Consciousness on the scientific agenda," *Nature*: 358, 1992.
- pp. 364-365 Brooks, "From robot dreams to reality," *Nature* 406: 945-46, 2000.
- pp. 366-377 Douglas, "I Am Woman, Hear Me Roar," Chap. 8 from *Where the Girls Are*, 1994
- Olover Sacks "The man who mistook his wife for a hat." Ch 1, pp. 1-22, 1970 **HANDOUT**

April 12 Lab Invited Speaker, Barry Lopez, "Modern Literature and Its Effects on the Social Sciences"

Reading Assignment from *The Human Odyssey Reader* for discussion April 18, 19, 20:

- pp. 381-388 Leopold, "The Land Ethic" from *A Sand County Almanac*, 1949.
- pp. 389-394 Carson, Selection from *Silent Spring*.
- pp. 395-399 "Genetic Engineering Benefits Agriculture," from *Agriculture and the New Biology*.
- pp. 400-403 Doyle, 'Genetic Engineering Harms Agriculture,' from "Agricultural Biotechnology: Perils and Promise," 1988.
- Diamond, "The Ends of the World as We Know Them," 2005. View article at: <http://www.mindfully.org/Sustainability/2005/End-World-Diamond1jan05.htm>

April 19 Lab Invited Speaker: Matthew Williams, Office of Sustainability), "Sustainability: Blending Science, Social Science, and Creativity to Address Global Issues"

Reading Assignment from *The Human Odyssey Reader* for discussion April 25, 26, 27:

pp. 404-406 Abrams & Primack, "Cosmology & 21st-Century Culture," *Science*: 293:1769-70, 2001.

pp. 415-420 Wilson, E.O., "The Biological Basis of Morality," *The Atlantic Monthly*, April, 1998.
Special reading on Jule Collins Smith Museum of Fine Arts – **Handout.**

April 26 Lab – Guest Speaker:, Prof. Garnetta Lovett, Department of Art, "Modern Art as Reflections of Notions and Aesthetics from the Social Sciences"