

Integrative Studies 3: Intersections of Nature and Culture I

Shimer College

Fall 2015

i Classroom

MWF, 10:00-11:20

Instructor: Adam Kotsko
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Course Description

The two-semester upper-level sequence of Integrative Studies 3 and 4 builds on the student's previous knowledge of the natural world and the human world. These courses investigate the questions and experiences that produced major theories and artistic achievements in the liberal arts and sciences. Relying on classic texts, great works of the fine arts, and outstanding modern scholarship, students explore crucial concepts and artistic creations that shape our thinking about ourselves, our responses to other human beings, and our connection to the living world.

Course Objectives

- Describe, analyze, and contextualize imaginative literature in effective speech and writing.
- Demonstrate facility with the concepts and vocabulary of theories of human development.
- Describe the basic elements of animal behavior, especially aggression, dominance, and violence, applying them to human beings and comparing them to texts in other courses.
- Review and summarize the data supporting evolutionary arguments and critique both the data and the arguments.
- Use fundamental concepts and terminology of the disciplines studied in the course accurately and in discussions of issues beyond their immediate use in course texts.
- Participate effectively in discussion by contributing carefully considered comments, asking genuine questions, listening carefully to answers, and answering others' questions with critical open-mindedness.
- Discuss controversial issues intelligently and respectfully.
- Generate productive comparisons across disciplines and genres.
- Derive conclusions based on evidence found in various kinds of texts.
- Integrate one's own and others' perspectives toward new insights into course materials.
- Recognize and articulate ethical perspectives different from one's own.

Course Requirements

WRITING (50% of the final grade): Integrative Studies 3 is a designated writing course. This means that special emphasis will be placed on improving your writing through a series of papers and rewrites. There are four required essays, and at least one of the papers (either Paper #1 or #2) must be rewritten. You must receive passing grades on all four papers and the rewrite in order to pass the course. **All written assignments must be turned in, and worthy of a passing grade, as of Friday, November 27 at 5pm Central Time.** This is the last date and time at which written work will be accepted.

In order to gain the most out of the course, you must turn your papers in on time. If you reach the point of having more than two assignments outstanding at any given time, you will no longer be able to pass the course. The timetable on the Course Calendar will allow for you to receive necessary feedback on your writing. You will have sufficient time to rewrite, and will thereby be able to develop your skills over the semester. You may rewrite more than one paper as long as you are up-to-date on all of your other writing assignments for the course. If you wish to rewrite Paper #4, you will need to submit that paper by Wednesday, November 18. Due dates for all papers and rewrites are noted on the Course Calendar.

The first 3 papers should be 1200 to 1800 words (4 to 6 pages) and the fourth paper should be 1500 to 2000 words (5 to 7 pages) in length. They must be submitted before class time on the day they are due. **All papers must be submitted via e-mail, using a Microsoft Word or LibreOffice-compatible format (.doc, .docx, .rtf, .odt) or Google Drive.** Please do not submit papers in PDF or Pages formats. If you submit a printed copy by the deadline, your paper will be treated as on time, but you will **NOT** receive a grade or any comments until an appropriately formatted electronic version is submitted.

Each paper must focus on the text, and you must use references (quotations and page numbers) from the text to support your claims. Students are expected to make an effort to use gender neutral language in their writing and in class discussion (a handout on this subject will be distributed in class).

You will be given suggestions for paper topics. You are welcome to use one of them, to revise them in a direction that you prefer, or to select a topic of your own devising. If you choose your own topic please discuss it with me beforehand to make sure it is a manageable topic and appropriate for the length of the paper. I am available to work with you on your writing, so be sure to take advantage of this opportunity.

DISCUSSION (50% of the final grade): You are expected to come to class prepared to actively participate in the discussion of each day's reading. This means reading the materials carefully, making a serious effort to understand the assignment prior to class, and bringing to class questions about the text which you would like to be discussed. A good discussion depends upon careful preparation and respect for the text, willingness to speak and to listen and learn from others, open-mindedness to other points of view, and mutual respect on the part of all members of the class. It is not about winning an argument, or simply having one's own ideas prevail. Our common goal is to gain a deeper understanding of the text.

Absence policy: Each student is expected to attend every class on time. ***The maximum number of allowable absences is 4.*** Further absences will be considered excessive and may result in your being unable to pass the class. Excessive lateness and/or early departures from class will be considered partial absences. If you must miss a class, please let me know in advance if at all possible. You will be given a written warning if your absences or tardiness are becoming excessive and you are at risk of not being able to successfully complete the course.

Texts:

Sophocles, *Theban Plays*

Aristotle, *Poetics*

Freud, *New Introductory Lectures on Psychoanalysis*

Shakespeare, *Hamlet*

Porgy and Bess
 Goodall, *Through a Window*
 Kohlberg, “Moral Stages and Moralization”
 Gilligan, *In a Different Voice*
 Homer, *Odyssey*
 Atwood, *The Penelopiad*
 Hurston, *Their Eyes Were Watching God*
 Darwin, *On the Origin of Species*
 Lorenz, *On Aggression*
 Ehrlich, *Human Natures*

Other readings will be provided in a course packet and are marked as such on the syllabus: (**).

COURSE CALENDAR

This schedule is tentative and may change throughout the semester. Students are responsible for knowing what the reading is each day of class.

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| | Unit 1: | Tragedy and Psychology |
| Monday | August 24 | Sophocles, <i>Oedipus the King</i> |
| Wednesday | August 26 | Sophocles, <i>Antigone</i> |
| Friday | August 28 | Aristotle, <i>Poetics</i> |
| Monday | August 31 | Freud, “Dissection of the Psychological Personality” (in <i>New Introductory Lectures</i>) |
| Wednesday | September 2 | Freud, “Femininity” (in <i>New Introductory Lectures</i>) and “Female Sexuality” (**) |
| Friday | September 4 | Discussion of paper topics and writing |
| Monday | September 7 | LABOR DAY—No class |
| Wednesday | September 9 | Shakespeare, <i>Hamlet</i> , Act I |
| Friday | September 11 | Shakespeare, <i>Hamlet</i> , Acts II and III |
| Monday | September 14 | Shakespeare, <i>Hamlet</i> , Acts IV and V |
| Wednesday | September 16 | <i>Porgy and Bess</i> |
| Friday | September 18 | <i>Porgy and Bess</i> |
| | Unit 2: | Moral Development |
| Monday | September 21 | Goodall, <i>Through a Window</i> , chs. 1-3 |
| Wednesday | September 23 | Paper #1 due |
| Friday | September 25 | Goodall, <i>Through a Window</i> , chs. 4-8 |
| Monday | September 28 | Goodall, <i>Through a Window</i> , chs. 9-11 |
| Wednesday | September 30 | de Waal, “Evolutionary Ethics, Aggression, and Violence: Lessons from Primate Research” and “Bonobo Sex and Society” (**) |
| Friday | October 2 | Kohlberg, “Moral Stages and Moralization” (**) |
| Monday | October 5 | Gilligan, <i>In a Different Voice</i> , “Letter to Reader,” Introduction & ch. 1 |

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| Wednesday | October 7 | Gilligan, <i>In a Different Voice</i> , ch. 2 |
| Friday | October 9 | Gilligan, <i>In a Different Voice</i> , chs. 3 and 4 |
| Monday | October 12 | Gilligan, <i>In a Different Voice</i> , chs. 5 and 6 |
| Wednesday | October 14 | Homer, <i>Odyssey</i> , bks. 1-6 |
| Friday | October 16 | Paper #2 due |
| Monday | October 19 | DEAN'S BREAK—No class |
| Wednesday | October 21 | Homer, <i>Odyssey</i> , bks. 7-18 |
| Friday | October 23 | Homer, <i>Odyssey</i> , bks. 19-24 |
| Monday | October 26 | Atwood, <i>Penelopiad</i> |
| Wednesday | October 28 | Discussion of papers and writing |
| Friday | October 30 | Hurston, <i>Their Eyes Were Watching God</i> , chs. 1-5 (pp. 1-47) |
| Monday | November 2 | Hurston, <i>Their Eyes Were Watching God</i> , chs. 6-13 (pp. 48-122) |
| Wednesday | November 4 | Hurston, <i>Their Eyes Were Watching God</i> , chs. 14-20 (pp. 123-184) |
| Friday | November 6 | Paper #3 due |
| | Unit 3: | Transformation and Evolution |
| Monday | November 9 | Darwin, <i>On the Origin of Species</i> , intro and ch. 1 |
| Wednesday | November 11 | Darwin, <i>On the Origin of Species</i> , chs. 2 & 3 |
| Friday | November 13 | Darwin, <i>On the Origin of Species</i> , ch. 4 |
| Monday | November 16 | N.B.: Last day to withdraw |
| | | Lorenz, <i>On Aggression</i> , chs. 2-4 |
| Wednesday | November 18 | Draft of Paper #4 due if rewriting |
| | | Lorenz, <i>On Aggression</i> , chs. 5-7 |
| Friday | November 20 | Lorenz, <i>On Aggression</i> , ch. 11 |
| Monday | November 23 | Ehrlich, <i>Human Natures</i> , chs. 7 and 8 |
| Tuesday | November 24 | Ehrlich, <i>Human Natures</i> , chs. 9 and 13 |
| | | LAST DAY OF CLASS—All classes meet on Monday schedule |
| | | All papers due via e-mail by 5pm Central Time, Friday November 27. |