HONORS READING SEMINAR IN HUMANITIES
HONS 1010
Dr. Jason K. Winfree

Office: L185D
Phone: 667-6669
email: jwinfree@csustan.edu

Location: IC 100D
Time: MW 11:00-12:15
Office Hours: MW 12:15-1:15 and by appointment

COURSE DESCRIPTION
This course aims to provide an opportunity for you to develop and hone your critical reading abilities. We will do so by reading selected major works of twentieth century literature from Franz Kafka, Toni Morrison, Gabriel Garcia-Marquez, and Marguerite Duras. The stories and novels we read have been chosen because of their historical significance, their brilliance, their diversity of viewpoints, and their common thematic focus: social authority, violence, and self-understanding. Additional thematic issues to be discussed include the nature of authority, the significance of historical consciousness, normalization, suffering, guilt, duty, inheritance, family, sexuality, race, gender, and colonization. Throughout the course, our primary aim is to understand the texts at issue. On a larger level, this also involves reflection on the nature of reading, practices of analysis, and the cultivation of coherent, thoughtful explanation. To this end, we will also discuss explicit strategies for reading well and the importance of grounded, i.e., justified, interpretation.

COURSE GOALS
*Learn to practice critical reading and analysis
*Learn to identify assumptions (implicit and explicit) that underlie opinions and values of work, efficiency, and productivity
*Develop a richer and more explicit sense of how your own world-view is structured, what sort of suppositions it involves, and why
*Develop confidence in assessing arguments, claims, and positions of others

COURSE OBJECTIVES
*Improve analytic reading skills—identification, understanding and criticism of central ideas from course readings
*Improve verbal and written expression of abstract ideas through classroom exchanges and writing exercises
*Be able to articulate the significance of different modes of presentation
*Learn to recognize basic structures of argumentation
*Develop larger questions based specifically on course readings

GE GOALS
1. Subject Knowledge. To provide an educational experience that will enhance students’ understanding of the discipline’s (philosophy’s) basic principles, methodologies, and perspectives.
2. **Communication.** To provide an educational experience that will enhance ability to communicate.

3. **Inquiry and Critical Thinking.** To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.

4. **Information Retrieval and Evaluation.** To provide an educational experience that will enhance ability to find, understand, examine critically, and use information from various sources.

5. **Interdisciplinary Relations.** To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.

6. **Global or Multicultural Perspectives.** To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that describe the discipline's impact on or connection to global issues.

AND/OR

7. **Social Responsibility.** To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

**COURSE REQUIREMENTS**

Class attendance and informed participation are mandatory and together constitute 15% of your final course grade. Quizzes may be used to ensure appropriate participation and will count towards that 15% of your final course grade that is based upon attendance and participation. An additional 15% of your final course grade will be based on three short writing assignments. Assignments will be given on Mondays and collected on Thursdays (see schedule below). These short papers should be 2-3 pages long (500-750 words) and will not be accepted late without a valid excuse. Keeping up with these papers will not only ensure you fulfill the requirements of the course, but will help prepare you to write the larger papers that constitute half of your final course grade. An additional 20% of your final course grade will be based on leading a thoughtful discussion in a small group setting. Guidelines for leading that discussion are attached to this syllabus. Two papers of 7-10 pages (1750-2500 words) will constitute the remaining 50% of your final course grade (i.e. 25% each). All papers must be typed, double-spaced, stapled, with the word count clearly marked at the top of the page. In addition to course readings, Plagiarism or cheating of any sort on any assignment will without exception result in failure ('F') of the entire course and may result in University disciplinary hearings.

15%  Attendance and Participation
15%  Three short in-class writing assignments
20%  Presentation/lead discussion
50%  Two larger papers
REQUIRED TEXTS
Marguerite Duras, *The Lover*
Gabriel García-Marquez, *One Hundred Years of Solitude*
Kafka, *The Complete Short Stories*
Toni Morrison, *Beloved*

COURSE SCHEDULE
August 23: Introduction

August 30: Kafka, “The Judgment”
September 1: Kafka, “The Judgment”

September 6: Holiday
September 8: Kafka, “The Metamorphosis”

September 13: Kafka, “The Metamorphosis”
September 15: Group discussions

September 20: Kafka, “The Penal Colony”
September 22: Kafka, “The Penal Colony”
In-class writing assignment

September 27: Morrison, *Beloved*
September 29: Morrison, *Beloved*

October 4: Morrison, *Beloved*
October 6: Morrison, *Beloved*

October 11: Group discussions
October 13: Morrison, *Beloved*
First paper due in class

October 18: Garcia-Marquez, *One Hundred Years of Solitude*
October 20: Garcia-Marquez, *One Hundred Years of Solitude*

October 25: Garcia-Marquez, *One Hundred Years of Solitude*
October 27: Garcia-Marquez, *One Hundred Years of Solitude*
In class writing assignment

November 1: Garcia-Marquez, *One Hundred Years of Solitude*
November 3: Group discussions

November 8: Garcia-Marquez, *One Hundred Years of Solitude*
November 10: Garcia-Marquez, *One Hundred Years of Solitude*
November 15:  Garcia-Marquez, *One Hundred Years of Solitude*
November 17:  Garcia-Marquez, *One Hundred Years of Solitude*

November 22:  Duras, *The Lover*
November 24:  Duras, *The Lover*
**In class writing assignment**

November 29:  **Group discussions**
December 1:  Duras, *The Lover*

December 6:  Duras, *The Lover*
December 8:  Review
**Final paper due in class**