Honors Symposium  
Theme: REVOLUTIONS  
Winter Quarter 2012

12:20-1:10  Tuesday & Thursday, 2 credits

Instructor  
Dr. Joyce S. Walker

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(GWH) 217

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jwalker@everettcc.edu

Office Hours: Mon. 1:20-2:20 &  
Tues, Wed, Thurs, 10:00-11:00

COURSE DESCRIPTION
The Honors Symposium offers focused exploration of  
a topic selected annually by the Honors Council.  
This year, the topic is “Revolutions.” Presentations  
by guest faculty from a variety of disciplines will  
alternate with your related projects and round-table  
discussions. The guest faculty events will be open to  
the campus community in order to stimulate wider  
dialogue. This course will emphasize critical  
thinking, written and oral skills, and intellectual  
collaboration.

We will consider such questions as the following:
- What is revolutionary?
- How is our world shaped by revolutions?
- What revolutions might touch our own lives?
- What are the intended and unintended consequences, for good and ill, of revolutions?
- Do revolutions promote desirable progress or disruptive chaos?
- Must they be destructive and violent, or may they be gradual and peaceful?
- Is all change revolutionary?
- Are revolutions in one sphere connected to simultaneous or subsequent revolutions in others?

This course is one of two “gateway” courses required for admission to the Honors program. The other  
course is HUM 195 HON, (Honors Seminar: The Integration of Knowledge), on the topic of Happiness, a 3- 
credit course that meets from 12:20-1:10 on Mondays and Wednesdays, with an online assignment for  
Fridays. You may take both of these courses simultaneously. The prerequisite for both courses is  
completion of English 101 with a B or better. You’ll find more information about our Honors program later  
in this syllabus and at www.everettcc.edu/honors

What are the Humanities?
- The Humanities ask questions about meaning, value, and significance.
- The Humanities include all disciplines that employ interpretive, non-quantitative methodologies to probe and express the human condition.
- Some subjects, such as art, history, music, religious studies, philosophy, and literature, lie almost entirely within the Humanities domain, while others, such as education and the social and behavioral sciences, have significant Humanities components.
- The Humanities embrace one another across boundaries, stressing the importance of interdisciplinary study and collaboration, striving to connect disparate fields and to integrate knowledge around the experience of being human.
- The Humanities are also a primary vehicle of cultural memory. They preserve, transmit, and critique the experiences of humanity.
- The Humanities deepen our understanding of ourselves and our place in the world.
**COURSE PREREQUISITE:**
Completion of English 101 with at least a B

**STUDENT LEARNING OBJECTIVES**
Upon successful completion of this course, you will be able to

1. . . enumerate the unique contributions of some Humanities disciplines
2. . . synthesize these diverse disciplines and perspectives
3. . . analyze and interpret ideas from a variety of Humanities perspectives and methodologies.
4. . . integrate the insights of the Humanities with the insights of other fields of study
5. . . critically assess their own conceptions of meaning and value.
6. . . employ clear and broadly accessible language in all forms of interpersonal communications, including writing, discussion, and presentations, avoiding the specialized jargon peculiar to individual disciplines.
7. . . show competence and confidence in written and oral communications.

**REQUIRED TEXTS & MATERIALS**
1. You will be assigned articles from journals, books, and websites which you can access for free.
3. One i>clicker remote device

You are required to purchase an i>clicker remote for in-class participation. i>clicker is a response system that allows you to respond to questions posed during class. Frequently, we will use the i>clicker for quizzes on the readings or course opinion polls. Besides earning points for correct answers on reading quizzes, you will earn additional points just for participating in quizzes and opinion polls.

*How does this gadget work?*
Each i>clicker remote has a unique serial number on its back. Place a piece of scotch tape over that bar code and ID to preserve it. In order to receive credit for your i>clicker responses, you will need to register your i>clicker remote in class. I will project a registration screen with 3 easy steps to follow. You will look for your EvCC student ID number which will scroll down the screen, so you must know or bring that number to class in order to register. Once your remote is registered, your ID number will no longer appear on that scrolling list and you are registered for the entire term. If for some reason you can’t follow these steps, please see me for help before the second week of class.

*Your i>clicker will be used every day in class, and you are responsible for bringing your remote daily.* Missed points can’t be made up.
1. **ATTENDANCE & PREPARATION:**
Your presence and active participation are an integral part of this course. Please come prepared and on time each day, having *carefully* read your assignment. I encourage *slow, thoughtful reading*, accompanied by your active engagement with the text via notes and underlining. If you do not understand your reading, you should *slow down and read it again*. If you have repeated difficulties with the reading, please come and see me! Perhaps I can make some suggestions that will help.

Your questions and observations will enrich this class. We need each other’s questions, perspectives, and mutual help to fully understand the ideas and concepts that will be presented, so please don’t be shy!

**How else is attendance rewarded?** The more consistently you attend, the better chance you’ll have of getting a high score. In addition, we will use the i>clicker for quizzes on the readings and various classroom activities. Points will be awarded for correct answers on quizzes, and for participation in quizzes and course opinion polls.

2. **ASSIGNMENT POINTS:**
These points will be awarded for participation in class quizzes and polls using your I-clicker. For i>clicker quizzes, correct answers will score the highest points but all participants will earn some credit. Points will also be awarded for any non-i>clicker assignments or quizzes occurring in class or online.

3. **ESSAYS & ROUNDTABLE DISCUSSIONS**
At weekly “Roundtable Discussions,” selected students will present brief response essays based on the preceding guest faculty lecture. Each of you will do this once during the quarter.

--- **Presenters** will receive a grade for their essays and another grade for their performance during their oral presentation of the essay and the ensuing discussion.

--- **Responders:** Other randomly selected participants will also be graded on the quality of their interactions and responses (several responders’ names will be drawn at the start of each Roundtable).

4. **FINAL PRESENTATION**
Working collaboratively with a partner, you will create and present a focused oral presentation using PowerPoint slides.
How your course grade is determined in HUM 196 HON | % of grade
---|---
Brief essays for presentation at Roundtable Discussions (writing assessments). | 20%
Oral performance during the presentation and discussion of your own essay(s) at Roundtable Discussions. | 20%
Responder performance at Roundtable Discussions. | 30%
Assignment Points: *clicker points for quizzes and participation, as well as any other miscellaneous assignments or quizzes occurring in class or online.* | 10%
Final Presentations | 20%
TOTAL | 100%

- Grades that fall within a point of a borderline may be raised at the instructor’s discretion to reward outstanding classroom participation. Classroom participation doesn’t just mean talking in discussion; it includes asking meaningful questions and responding thoughtfully to the contributions of others. It also means being present, alert, and engaged on a regular basis.
- Other grades you can receive in this class: W (student withdrawal – check deadline), V (instructor withdrawal -- by request only and at the option of the instructor), N (audit – you must sign up for this before the drop deadline)
- Grades NOT offered in this class: I (incomplete) & Y (in progress)

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<th>Grading Scale</th>
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<tr>
<td>94-100 - A</td>
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<td>93 %: A-</td>
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<tr>
<td>92%: B+</td>
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<tr>
<td>81% - 90%: B</td>
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<tr>
<td>80% B-</td>
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<tr>
<td>79%: C+</td>
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<tr>
<td>71-78%: C</td>
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<tr>
<td>70% C-</td>
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<tr>
<td>69%: D+</td>
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<td>61-68% D</td>
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<td>60% D-</td>
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<td>59% and below: E (failing)</td>
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The FYI Page

- We have an Angel site for this course. We’ll use it as a place to post some readings and background, and as a way to communicate with one another. You should visit it frequently since I post important announcements there periodically.
- Go to [http://everett.angellearning.com](http://everett.angellearning.com) to access it. You’ll need your student ID number.
- If you don’t have fast and reliable internet access at home, plan on accessing Angel from an on-campus computer. For a current list of computer lab locations and hours, go to [http://www.everettcc.edu/administration/operations/it/index.cfm?id=2476](http://www.everettcc.edu/administration/operations/it/index.cfm?id=2476)

Problems accessing Angel?

Contact Angel Support:
Phone: (425) 388-9367 or (425) 388-9585
   or (toll-free) 1(866) 575-9027
Email: elearning@everettcc.edu
Webpage: [http://www.everettcc.edu/elearning](http://www.everettcc.edu/elearning)
Offices: Whitehorse Hall, Rooms 210 & 211
Staff: Barbara Hellstrom & Sara Frizelle

For help accessing your email account or changing your password, please contact the IT helpdesk.
Phone: 425-388-9333, extension 1
Email: helpdesk@everettcc.edu
Office: Shuksan, Room 212

The College will make reasonable accommodations for person with documented disabilities. Students should notify the Center for Disability Services office (located in Parks 267, right across from the bookstore) and their instructors of any special needs. Instructors should be notified as soon as possible.

I expect Academic honesty.
- Students will not copy the work of others (this includes material in books as well as other students’ work) and submit it as if it were their own.
- For all assignments and quizzes, you are expected to do your own work without consulting anyone else.
- All parties involved in any cheating will receive failing grades regardless of who is at fault, so guard your work.
- Use of another person’s idea, whether you put quotations marks around it or not, constitutes plagiarism unless you accurately cite your sources.
- In addition, if you decide to paraphrase source material and do not substantially alter the wording and structure of the original, you commit plagiarism even if you cite the source! When in doubt, ask for help.

Any violation of this policy will result in a 0 on the assignment with no chance to resubmit and/or a grade of E (F) in the class.
Honors Program: A Student Guide

What is the Honors Program?
Distinguish yourself by choosing to participate in our new Honors Program, designed for students who are working towards their Direct Transfer Degree (AAS).

--Gain an edge in transferring to the 4-year college or university of your choice.
--Stand out from the crowd when you’re searching for a job.
--Roll up your sleeves and experience what professionals in your field actually do.
--Sharpen your writing skills and build your confidence.
--Explore new depths, broaden your horizons, and integrate your knowledge.
--Experience camaraderie with your peers and professors.

When?
The program starts in Fall Quarter, 2011.

Who is eligible?
YOU get to take the initiative in getting into Honors, but there is one initial requirement:
You must complete English 101 with a B or better in order to get started.

How can I know whether the Honors Program is for me?
You can try it out! You may take an H-section (Honors-designated sections will have an “HON” after the course number - for example, ENGL& 102 HON). If you apply for admission to the program later on, these courses will “count” towards your Honors Program progress. Even if you decide not to apply for the Honors Program, your transcript will show that you took an Honors course.
How do I get started?

Before you can apply for Admission to the Honors program, you MUST take HUM 195 HON (3 credits) & HUM 196 HON (2 credits). These two courses are the "gateway" into the program. After that, you file a short application for admission. You will be admitted as long as you finished both with a B or better, and have a GPA of 3.5 or better in all courses taken at Everett Community College.

Tell me more about these "Gateway" courses – HUM 195 HON (3 credits) & HUM 196 HON (2 credits).

--HUM 195 HON (3 credits) is titled "Honors Seminar: The Integration of Knowledge." In the first year we'll examine the theme of "Happiness" from the perspectives of various academic disciplines. The course will emphasize writing skills, critical thinking, and information literacy. You will also begin creating an academic portfolio to showcase your accomplishments.

--HUM 196 HON (2 credits) is titled "Honors Symposium." Guest speakers and special events will alternate with your presentation of related projects, all focused on our 2012 theme, "Revolutions."

--These two courses may be taken at the same time or separately, and will be taught for the first time in Winter Quarter, 2012.

--Even if you decide not to apply for the Honors Program, your transcript will reflect each of these as Honors courses.

After I am admitted to the program, what's next?

You must complete an additional 20 credits of Honors courses:

--15 credits in H-sections AND/OR Honors Contracts in 2 different DTA distribution areas (Distribution areas are Humanities, Social Sciences, & Natural Sciences)

PLUS

--The 5-credit Capstone Project

What are these three types of Honors classes?

--H-section = An Honors section of an existing, high-enrollment transfer-level course. Honors students will receive a code for priority registration in these courses. After 48 hours, enrollment will be opened up to other students.

--Honors Contract = Only for students admitted to the Honors Program. Any transfer-level course can be taken for Honors credit by arrangement between a student and an instructor. To initiate an Honors Contract in a course you're taking, you would first find out if the instructor is willing, and then write up a proposal/contract to be approved by the Honors Director. If approved and successfully completed, the word "Honors" will be inserted into the course title on your transcript.

--Honors Capstone Project = Only for students admitted to the Honors Program. A directed independent study for 5-credits, the project may be spread across 1-3 quarters. To initiate an Honors Capstone Project, you would first find out if an instructor is willing, and then write up a proposal/contract to be approved by the Honors Director. This project would complete the academic portfolio you first created in HUM 195 HON.

How do I finish?

Once you have met the program requirements just described, including an EVCC GPA of 3.5 or better, you apply for designation as an Honors Program Graduate. That achievement will be noted on your transcript.

How do these Honors courses fit into my Direct Transfer Degree? Will it take me longer to graduate?

By careful design, you can make each Honors course fit into your degree requirements and major emphasis. When you are formally admitted to the program, we will assist you in making that happen smoothly.

How can I get more information?

--Contact Elliot Stern, Honors Director, HonorsAtEverett@everettcc.edu or Carrie Wyatt, Executive Assistant, cwyatt@everettcc.edu or talk to me (your instructor!). Also, check out the website at www.everettcc.edu/honors
Course Schedule

Assignments are always due on the day listed

This schedule is tentative: modifications may be announced in class. It is your responsibility to note & follow any announced changes; thus, if you miss class, you should ascertain whether any changes have been made. Our Angel site is a good place to obtain such information.

This schedule shows the speakers and topics of our 8 symposium presentations on our theme, “Revolutions.” All of these Tuesday presentations will occur in Baker 120 and will be open to anyone in the college or community who wishes to attend.

Roundtable discussions (Thursdays) are restricted to class members only. You should always come prepared to comment on the week’s reading and symposium presentation. In addition, you will each sign up for a particular Thursday on which you will present a brief reflection and/or background essay on the week’s topic.

Homework is always due in class on the day it is listed.

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<tr>
<th>Day #</th>
<th>Date</th>
<th>Homework is always due in class on the day it is listed.</th>
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<tr>
<td>1</td>
<td>Jan 10</td>
<td>Welcome and course introduction.</td>
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<td>2</td>
<td>12</td>
<td>Background readings &amp; podcasts on the Egyptian revolution (posted on Angel) (as with all assignments, complete this assignment before class today).</td>
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<td>Week II Jan</td>
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<td>3</td>
<td>17</td>
<td>Symposium #1: Dr. Ellis Goldberg (UW, Political Science) on the Egyptian Revolution Meet in Baker 120. Although his talk will last only 1 hour, Dr. Goldberg has agreed to stay until 1:50 for an optional question-and-answer session. You are encouraged, but not required, to stay.</td>
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<td>4</td>
<td>19</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Week III Jan</td>
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<td>5</td>
<td>24</td>
<td>Before class, read background assignments provided for today’s presentation in Baker 120. Symposium #2: Post-World War I Revolutions: Jason Ripper, History</td>
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<td>6</td>
<td>26</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Week IV Jan</td>
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<td>7</td>
<td>31</td>
<td>Before class, read background assignments provided for today’s presentation in Baker 120. Symposium #3: How Flowering Plants Revolutionized the World: Dr. Fayla Schwartz, Biology</td>
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<td>8</td>
<td>Feb 2</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Week V Feb</td>
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<td>9</td>
<td>7</td>
<td>Before class, read background assignments provided for today’s presentation in Baker 120. Symposium #4: Violent Revolution vs. Peaceful Protest: From Marx to Gandhi:</td>
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Dr. Bev Farb, Sociology & Dr. Margaret Riordan, Sociology/Psychology/Religion

A true revolution seeks a fundamental and lasting change. But how is this done? Which of our revolutions have brought us what we hoped? Is peace as effective as violence?

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<td>VI</td>
<td>Feb 10</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Feb 11</td>
<td>Before class, read background assignments provided for today’s presentation in Baker 120.</td>
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<td>Feb 12</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Feb 13</td>
<td>Before class, read background assignments provided for today’s presentation in Baker 120.</td>
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<td>Feb 14</td>
<td>Symposium #5: The Sexual Revolution: Dr. Diane Brown, Psychology</td>
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<td>When Lucy of the I Love Lucy show first said “pregnant” on television in the early 1950s, it caused public outrage. Similarly, Elvis Presley was only shown on TV from the waist up for his “indecent gyrating”. What led up to these attitudes and what occurred just 10-15 years later that began the so-called Sexual Revolution, when not only was the newest generation supposedly engaging in premarital sex, they were openly celebrating it, and under pressure to engage in it? Since the uninhibited 1960s and 1970s, America’s youth have returned to a much more conservative attitude about sex, yet our culture is riddled with sexual imagery and messages and the United States has the highest teen pregnancy and STI rate in the industrialized world. Is the 21st century signaling an end to the “sexual revolution”?</td>
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<td>Feb 15</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Feb 16</td>
<td>Before class, read background assignments provided for today’s presentation in Baker 120.</td>
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<td>Feb 17</td>
<td>Symposium #6: Vernacular Revolutions -- Shakers, Quakers, Diggers &amp; Ranters: Dr. Charles Fischer, English &amp; Humanities</td>
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<td>Francis Bacon believed that three things caused the revolution of the modern era – gunpowder, the mariner’s compass, and the printing press. Each, he claimed, led to world in which European powers dominated regions and peoples who were without these advantages. The focus of my lecture will on what the English historian Christopher Hill calls the “revolutionary Bible.” When the winds of reformation blew through Europe in the sixteenth-century, reformers and translators of the Bible took advantage of the printing press and the new literacy to spread their core beliefs and doctrines. As a result of their efforts, both The Geneva Bible and The Bishop’s Bible came into existence, enabling the common, literate Englishman or woman, and those who listened to their readings, to have direct access to the Holy Scriptures. These texts, which both the Catholic and later the Anglican church believed caused “insurrection” and “disobedience” among the common people, played an important role in the overthrow of Charles I and the establishment of the Commonwealth. When the Bible became the provenance of every man, it also became the provenance of every interpretation — including those who attacked the authority of bishops and kings. The common reader was now one of the arbiters of interpretation, and interpretations proliferated and in its wake, religious faction, political sectarianism, and social schism flourished. The center could not hold, and the modern ideological era was born.</td>
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<td>Mar 15</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Mar 16</td>
<td>Before class, read background assignments provided for today’s presentation in Baker 120.</td>
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<td>Symposium #7: The Revolution of the Potter’s Wheel: Thom Lee, Art</td>
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<td>In the field of ceramics, the notion of REVOLUTION is a very literal one. Many traditional and contemporary ceramic forms are made on an actual revolving surface. But what other revolutions are created by the potter’s wheel? This session will explore the history, use, and philosophy of the potter’s wheel and how both literal and metaphorical revolution affects the production and perception of objects.</td>
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<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Week IX</td>
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<td>Mar 18</td>
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<td>Week X</td>
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<td>Mar 20</td>
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<td>Week XI</td>
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