Class Details

SFIII-UF9103001 Social Foundations III
Fall 2015
Mondays 6:15pm–9:15pm*
Location to be confirmed.

*There is a make-up day that is not on a Monday for this course.

Instructor Details

Prerequisites

Social Foundations I and Social Foundations II

Class Description

In this course, we will examine the emergence of and challenges to the notion of Western civilization over the past three centuries. The course begins with the unprecedented rise of Europe (and later the United States), as it extended control and dominion over much of the world. We will study the factors that enabled this expansion and the ideologies that emerged to justify this exploitation of foreign peoples. Then we will move into the twentieth century, as this system of Western dominance faced a series of internal and external challenges. We will first explore how conflicts emerging from within, such as two world wars and various civil rights movements, undermined the validity of Western “civilization.” Finally, we will look at various responses from non-Westerners as they sought to articulate their own rights and freedoms independent of foreign control.

Throughout the course, we will use Washington, DC as a point of reference – considering its history not only as the nation’s capital but as a significant city in its own right, a place from which many social transformations were conceived and implemented.

Desired Outcomes
In this course, students can hope to:

- Gain an understanding for many of the key social transformations that have occurred over the past three centuries
- Consider this time period from the multiple and competing perspectives of major ideological viewpoints of the era
- Develop skills engaging in extensive source-based discussion at a high level
- Plan, carry out, and present a significant research-based essay
- Provide and receive extensive peer feedback on written work

Assessment Components

1) Participation: 25%
2) Paper Proposal and Discussion: 5% (credit/no credit)
3) Paper Draft and Discussion: 5% (credit/no credit)
4) Final Paper: 30%
5) Midterm Essay #1: 10%
6) Midterm Essay #2: 10%
7) Final Oral Exam: 15%

Participation:

Each session is fundamentally based on discussion, so your participation is crucial both to your success and to the success of the class as a whole.

Participation grading is based on your level of engagement with the material and with the class. On the former point, discussion is largely source-based. This means coming prepared, not only having done the reading but having put thought into key points and themes you hope to discuss or questions you’d like to raise. You are encouraged to think about this text on its own, but also putting it into dialogue with other materials you’ve read in this course and others. On the latter point, you must take an active role in discussion. This requires engaging with relevant points, but also listening attentively to other students and ensuring that all have an opportunity to engage. Discussion works best when everyone is invested in its outcome.

Students will be given a participation grade status report at the midpoint of the semester. If you are concerned about your participation grade or ability to participate effectively, it is your responsibility to meet with the professor to discuss.

Midterm Papers:

There will be two midterm essays in this class, due during weeks five and eleven, respectively.
Each essay will be a brief 3-4 page response to a common question. No outside research for this paper will be required; instead students will be asked to use the materials covered in the course so far to write a thoughtful and cohesive essay. The first essay will ask students to compare Washington, DC to key texts in consideration of its role as the operating center of the US government. The second essay will them to consider Washington as a modern American city with its own complex history.

**Research Paper:**

The major assignment spanning the length of the semester is the research paper. This is based on several criteria all of which are graded individually as outlined below. The assignment is broadly construed to allow you to focus on a key aspect of this course and time period of interest to you. Students may engage in one or several disciplines to write a research-based essay of 10-12 pages.

**Proposal and Discussion:**

Early in the semester, we will begin holding workshops in which students will present and solicit feedback from their classmates on their proposed subject. The purpose of these discussions is to foster a collaborative writing environment and to provide the writer with constructive ideas on possible questions to explore or research to pursue.

**Draft/Annotated Outline and Discussion:**

Approximately two-thirds of the way into the semester, we will host a second round of workshops in which students circulate their current project status. The more complete the draft, the more productive the discussion, though an annotated outline is also acceptable provided the thesis and points show clear development.

**Final Essay:**

The final essay will be submitted the last day of class. Grading expectations are provided below, and additional details on formatting and style guides will be provided.

**Final Oral Exam:**

For the final exam, the students will give a 15-minute formal presentation with an additional 10 minutes of questions from the audience and the instructor. This presentation will require students to relate their final essay to major themes of the course, incorporating material from both the first and second half of the semester. The purpose is to show that students not only understand and can synthesize materials and ideas from the entire semester, but that they can contextualize their own research within these larger concepts. Students will be expected to present their central arguments and evidence, and to defend their position from potential critiques. All presentations must include some audio/visual component. Students are expected to engage the presenter with thoughtful and respectful questions. Grading will be based on the
structure of the presentation and the author’s ability to convey their research in a clear and concise manner.

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Failure to submit or fulfill any required course component results in failure of the class.

**Assessment Expectations**

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

**Grade Conversion**

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

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<tr>
<th>Numerical Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<tr>
<td>89-87</td>
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<tr>
<td>86-84</td>
<td>B</td>
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<td>83-80</td>
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<td>79-77</td>
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<tr>
<td>65-66</td>
<td>D</td>
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<td>below 65</td>
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**Attendance Policy**

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students’ semester grades.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Academic Program Coordinator in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Academic Program Coordinator prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do not receive notification, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

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**Late Submission of Work**

1) Written work due in class must be submitted during the class time to the professor.

2) Late work should be emailed to the faculty as soon as it is completed. (If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the
faculty between the hours of 9–5, M–F.)

3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.

4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.

5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.

6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.

7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

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<th>Students with Disabilities</th>
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<td>Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at +1-212-998-4980 or see their website (<a href="http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html">http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html</a>) for further information.</td>
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<tr>
<th>Plagiarism Policy</th>
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<td>As the University's policy on &quot;Academic Integrity for Students at NYU&quot; states: &quot;At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others.&quot; <strong>Students at Global Academic Centers must follow the University and school policies.</strong></td>
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The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship
It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

http://gls.nyu.edu/page/gls.academicintegrity

http://cas.nyu.edu/page/academicintegrity


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<th>Religious Observances</th>
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<td>Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email at least one week in advance before being absent for this purpose.</td>
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<th>Required Text(s)</th>
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<tr>
<td>• Simone de Beauvoir, <em>The Second Sex</em> (example ISBN: 9780307277787)</td>
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<tr>
<td>• Frantz Fanon, <em>The Wretched of the Earth</em> (example ISBN: 9780802141323)</td>
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All other texts will be provided online

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<th>Supplemental Text(s) (i.e., not required for purchase)</th>
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<th>Internet Research Guidelines</th>
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Additional Required Equipment

N/A

Session 1 – Monday, August 31, 2015

Time, Space, & the Nation-State

Read: United States Constitution (online)

Please note that we will not meet next Monday (Sept. 7) due to the Labor Day holiday, see later in the semester for our make-up day.

Session 2 – Monday, September 14, 2015

Enlightenment Traditions: Rousseau and the Social Contract

Read: Rousseau, On the Social Contract

Session 3 – Monday, September 21, 2015

Economic Liberalism and The Wealth of Nations

Read: Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (online)

Paper Proposal Discussion and Workshops

Presenters: Submit Proposals by 5:00pm Friday, September 18

Session 4 – Monday, September 28, 2015

Liberalism and Imperialism

Read: John Stuart Mill, On Liberty (online); John Stuart Mill, A Few Words on Intervention (online)

Paper Proposal Discussion and Workshops

Presenters: Submit Proposals by 5:00pm Friday, September 25
Session 5 – Monday, October 5, 2015

Destabilization in the West: The Rise of Militarism

Read: Clausewitz, *On War* (online); Alfred von Schlieffen, *Aufmarsch I* (online)

Paper Proposal Discussion and Workshops

*Presenters: Submit Proposals by 5:00pm Friday, October 2*

First Midterm Papers due in class

Please note that we do not meet next Monday (Oct. 12) because of the NYU Fall Break. We will instead meet on Tuesday, October 13 (the scheduled make-up day for Monday classes).

Session 6 – ***Tuesday, October 13, 2015***

Destabilization in the West: The Communist Challenge

Read: Marx & Engels, *The Communist Manifesto* (online)

Session 7 – Monday, October 19, 2015

Destabilization in the West: The Fascist Alternative

Read: Collection of speeches and writings by Mussolini and Hitler (online); Moeller van den Bruck, *Germany’s Third Empire* (online)

Session 8 – Monday, October 26, 2015

Midterm Discussion: Liberal Democracy in Action

Read: *The Federalist Papers* (online)

Midterm Essays Due

Session 9 – Monday, November 2, 2015

Destabilization in the West: The Holocaust
Read: Arendt, *Eichmann in Jerusalem*

**Session 10 – Monday, November 9, 2015**

Challenges for Inclusion: Race and the Civil Rights Movement

Read: Collection of speeches and writings from civil rights activists (online)

Paper Draft/Annotated Outline Discussions

*Submit Drafts and Questions by 5:00pm Friday, November 6, 2015*

**Session 11 – Monday, November 16, 2015**

Challenges for Inclusion: Women’s Movements and Feminism

Read: Simone de Beauvoir, *The Second Sex*

Paper Draft/Annotated Outline Discussions

*Submit Drafts and Questions by 5:00pm Friday, November 6, 2015*

Second Midterm Papers due in class

**Session 12 – Monday, November 23, 2015**

Decolonization: Gandhi and Non-Violence

Read: Collection of speeches and writings by Gandhi (online)

Paper Draft/Annotated Outline Discussions

*Submit Drafts and Questions by 5:00pm Friday, November 6, 2015*

**Session 13 – Monday, November 30, 2015**

Decolonization: Revolutionary Marxism
Read: Collection of speeches and writings by Mao Zedong and Ho Chi Minh (online)

**Session 14 – Monday, December 7, 2015**

**Decolonization: The Wretched of the Earth**

Read: Frantz Fanon, *The Wretched of the Earth*

Final Papers due in class

**Session 15 – Monday, December 14, 2015**

Final Exam presentations

**Classroom Etiquette**

Given the large number of readings available online, computers will be allowed in class provided they are used exclusively for course use (note taking, consulting passages in texts). If student(s) are found to be using their laptops for non-class use, either that individual or the entire class may be prevented from further laptop use. Cell phones are not permitted for use for any reason.

**Required Co-curricular Activities**

Over the course of the semester, several extra-curricular activities intended to take advantage of the resources in Washington, DC are intended. The feasibility of these activities will depend on the students’ schedules.

**Suggested Co-curricular Activities**

**Your Instructor**