



## HON 13H - HONORS CULTURE, SCIENCE, SOCIETY - POWER, RESISTANCE, EMPIRE

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**Catalog Id** 692164.00

**State Id** CCC000590739

**Division/School** Online Education & Learning Resources

**Department** Honors

**Program** HONORS - Honors

**Subject** Honors

**Short Title** HON CSS – EMPIRE

**Full Title** HONORS CULTURE, SCIENCE, SOCIETY - POWER, RESISTANCE, EMPIRE

### **Catalog Description**

Cross-disciplinary Honors seminar designed to focus on European colonialism and indigenous resistance to empire-building through a study of major works of history, literature, philosophy, social thought, fine arts or the sciences, and to compare and contrast the modes of inquiry characteristic of those disciplines.

### **Course Requisites**

Recommended Preparation: Eligibility for ENG 1B or 1BH, Prerequisite: ENG 1A, or ENG 1AH

## Course Functions

**Course Prior To** Y - Not applicable

**Course Classification** Y - Credit Course

**Grading Option** Letter Grade only

**Method of Instruction** Lecture Instruction Only

**Maximum Enrollment:** 25

Cross-disciplinary Honors seminar. Explores European colonialism and empire-building from a variety of perspectives.

## Course Content - Topics Covered

### Lecture Topics

1. American encounters
  1. "Discovery" vs. "Raiding": Columbus and de las Casas
  2. Treatment of natives: "Just War" vs. "Protection"
  3. North America
    1. European contact and conquest
    2. Native interactions and resistance
  4. Central and South America
    1. European contact and conquest
    2. Native interactions and resistance
2. Resistance to Slavery in the U.S. and Imperialism in Africa
  1. North America
    1. The Early Republic: "Indians" vs. "Negroes"
    2. Slave life in the early 1800s
  2. Caribbean struggles
  3. Impacts on Africa
3. Eastern Tales and Western Orientalism
  1. British imperialism
    1. China
    2. India
    3. Persia
    4. Other areas
  2. Orientalism

## Course Content - Learning Objectives

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Students participating in this class will:

1. **Recognize, analyze, and discuss a number of diverse scholarly perspectives concerning the nature and legacy of European imperialism and colonialism.**
2. **Complete a close, critical reading of primary texts and artifacts.**
3. **Examine explicit models and techniques of reasoning from various periods of history.**
4. **Conceptualize research problems and prepare a documented research paper based on an argumentative thesis, including an abstract and supported by an annotated bibliography of primary and other scholarly sources, concerning as aspect of colonialism.**
5. **Prepare a hermeneutical analysis of a masterwork of the period; this may be done via representational passages for larger works.**
6. **Discuss and analyze the artistic significance of a major artifact of the colonial era.**
7. **Orally present a research paper in an academic conference environment.**

# Course Content - Methods of Evaluation

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Evaluation of the student will be based upon the following items:

## Writing Assignments

- **term or other paper(s)**

**Description**

Students will be evaluated on a research paper addressing cultural conditions, texts, masterworks, artifacts, or impact of renaissance events, thinkers, or themes. Papers will be evaluated for their thesis statements, use of research methods, clarity in writing, accuracy in discussing positions, development of argument, consideration of objections, and for relevance of topic to topics. Research papers will demonstrate students' ability to develop a sustained argument, consider opposing scholarly perspectives, and reach reasoned conclusions.

- **Other (please describe)**

**Description**

1. Students will be evaluated on the comprehensiveness, focus, and format of an annotated bibliography created in the process of constructing the research paper.
2. Students will be evaluated on the comprehensiveness, focus, format, and cohesion of an abstract created in the process of constructing the research paper.

## Problem Solving Demonstrations

- **Other (please describe)**

**Description**

Students will be evaluated on specific exercises done at home, such as an analysis of a reading from the period, hermeneutical analysis of a masterwork relating to a colonial episode, or discussion of an artifact related to the colonial experience, or analysis of impact of themes from the colonial era to society today. Such tasks will demonstrate students' applied knowledge of their understanding of colonialism.

## Skill Demonstrations

- **Other (please describe)**

**Description**

Students will be evaluated on their ability to create and present lectures, lead discussions, or create dramatic or artistic presentations to communicate course content. Students will be assessed on their ability to orally present own research in a format appropriate to an academic conference.

## Examinations

- **essay**

**Description**

1. Ability to recognize, analyze, and discuss a number of diverse scholarly perspectives concerning colonial experiences.
2. Ability to conduct a hermeneutical analysis of a masterwork of a colonial era (this may be done via representational passages for larger works).
3. Analysis of the artistic significance of a major artifact of a colonial experience.
4. Presentation of a close, critical reading of a text.

# Course Content - In and Out-of-Class Assignments

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## Typical Reading Assignments

1. Students will be reading from a wide variety of primary, secondary, and literary sources.
2. Students will be reading articles from peer-reviewed journals for class discussion and also toward the completion of their research project. Readings are assigned for each class meeting.

## Typical Writing Assignments

1. Research paper created according to the following processes and standards:
  1. Refinement or narrowing of topic;
  2. Construction of completion timeline;
  3. Construction of outline or draft;
  4. Selection of research methods and resources;
  5. Use of print and online sources;
  6. Navigation of search engines and other tools for finding appropriate sources;
  7. Assessment of quality, reliability, accuracy, and perspective of sources;
  8. Proper citation of sources, correct attribution of information, preservation of integrity of information, and compliance with laws and rules pertaining to acceptable use of technology and effective presentation of information.
2. Abstract of the paper.
3. Annotated bibliography for the paper.

## Typical Oral Assignments

1. Students will read and view primary sources, both literary and visual, and participate in seminar discussion led by the instructors.
2. Students will present their completed research in a format appropriate to academic conferences.
3. Students may create and present dialogues or other dramatic presentations to communicate course content.

## Typical Other Assignments

1. Students may visit an appropriate museum or other site, gathering information on a selected topic by viewing and analyzing the art and/or the environment itself. This evidence may be used in the semester research.
2. Students may keep a journal/notebook reflecting the readings, lectures, and discussions of the course.
3. Students may study videos of lectures on the topics, or study videos as primary documents.
4. Students will participate in the course by presenting lectures or leading a seminar.

# Course Content - Other Requirements

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## Textbooks / Supplies

Cunningham, L., Reich, J., Fichner-Rathus, L., Culture and Values: A Survey of the Humanities, Vol II, Cengage Learning. 2018

Scholarly (peer-reviewed) journal articles and/or primary sources selected by instructor to complement the main text.

Scholarly (peer-reviewed) journal articles and/or primary sources selected by instructor or chosen by student under instructor's guidance for research paper.