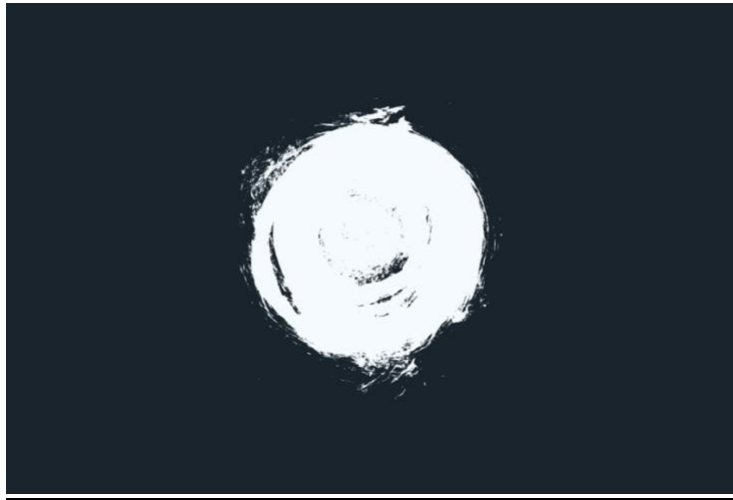


PHIL 3371.01:
Existentialism and Self-Awareness



Sam Houston State University
Fall 2021, CRN 81513, 3 credit hrs.
Meets: T/Th 11:00am-12:15 pm
Academic Building (AB) 4, 204

Instructor: Dr. Jessica S. Elkayam
Email: jseo18@shsu.edu
Office: CHSS 358
Hours: M 2:00-4:00pm (or by
appointment)*

***SHSU Catalog:** Students examine the major themes of existentialism and its impact on contemporary society via existential works in a variety of forms, which may include philosophy, literature, psychology, psychoanalysis, and religion. Further, students examine existential concepts, which may include anxiety, fear, guilt, meaninglessness, death, and authentic and inauthentic existence.*

COURSE DESCRIPTION

Whether it appears in works of art or in philosophy, “existentialism” distinguishes itself both by the critique it offers of the traditions that predate it and by a concern for what may be called its themes – including, but not limited to: freedom, mortality, absurdity, responsibility, feeling, suffering, meaning, value, defiance, and joy. And since *existentialism* tends to rebel against *essentialism* – or the effort to define, once and for all, what essentially makes “x” what it is – existentialism *itself* defies classification (and foreshadows the advent of the “post-modern”). Thus, many thinkers deemed “existentialists” refuse to be defined as such. One wonders, then, whether what we call “existentialism” rejects traditional definition so as to proliferate through the many facets, faces, and masks that art, rather than theory, has at its disposal.

* Students who wish to consult with me during office hours in person must wear a mask. Since masks are not required by University policy, if you prefer not to wear one, you may arrange to meet with me during office hours via Zoom.

In our work in this course, by paying homage to this proliferation of images that cuts across the disciplinary boundaries of philosophy, psychology, and literature, we'll explore the mindscape of the "existential" to become more aware of *how we understand ourselves to be who we are*.

However, because existentialism directly engages with negative affect (anxiety, despair, frustration), suffering, and death, students should expect to experience and work through discomfort in the course of study.

COURSE OBJECTIVES

In this course, students will be introduced to some of the ways "existential" themes are expressed across disciplinary boundaries, with a focus on how the tools specific to philosophical practice can be deployed to deepen our reflections on these themes. We will develop a close, careful orientation to primary texts, investing in and refining our analytical skills. Most importantly, reading to understand these materials in the context of their respective historical contexts will empower us to follow a narrative thread through (the) history (of philosophy) that illuminates how and why existential considerations remain especially relevant today.

In summary, the narrative arc of the course (Units I-V) will acquaint students with the history and interdisciplinary manifestation of the existential tradition so as to engage them *progressively* in deeper, more rigorously evaluative activities over the course of the semester. This empowers students to develop an informed and autonomous position they from which they can confidently and persuasively argue.

At the end of this course, students will be able to:

1. speak and write thoughtfully from a position of familiarity with the existential tradition, especially in the context of the history of philosophy
2. analyze artistic expressions of existential themes through a philosophical lens without reducing art to theory
3. recognize the critical impact of existential themes on our visions of freedom and projects for liberation
4. develop a critical posture vis-à-vis the existential tradition that empowers them to decide what to take forward
5. evaluate how existentialism in all of its forms impacts their self-understanding

To meet these (5) objectives, students are encouraged to develop (or refine) a critical reading practice. You will be required to read a number of primary texts, paying careful attention to the language used and the arguments made, and notating these texts for thesis, central claims, important or problematic passages, and key or confusing terms. To make this difficult work manageable, the readings will rarely exceed twenty pages, but will demand you not only read, but also *reread*.

While class meetings and lecture videos situate and clarify the readings, they cannot be substituted for the critical reading practice you are expected to cultivate in this course.

Finally, students should be aware that this is a "W" course, which means that at least 50% of the course grade will derive from writing activities designed to help master the course objectives outlined above.

Note.1: Some writing activities will require you to draft and revise your work, with or without instructor feedback. Others may not receive a grade, but are designed to assist you in critical reflection on the course material. You should approach writing in this course as 1) an opportunity to refine your craft; 2) a tool to advance your learning; and 3) a means by which your understanding and progress will be assessed.

COURSE TEXTS

You are required to have a print copy of the following texts:

1. Camus, Albert. *The Myth of Sisyphus and Other Essays*. Translated by Justin O'Brien. New York: Vintage International, 1991. [ISBN: 9780525564454]
2. Camus, Albert. *The Stranger*. Translated by Matthew Ward. New York: Vintage International, 1989. [ISBN: 9781517039011]
3. Dostoevsky, Fyodor. *Notes from the Underground*. Translated by Richard Pevear and Larissa Volokhonsky. New York: Vintage Classics, 1994. [ISBN: 9780679734529]
4. Larsen, Nella. *The Complete Fiction of Nella Larsen: Passing, Quicksand, and the Stories*. New York: Anchor Books (Random House), 2001. [ISBN: 9780385721004]

Note.2: Materials have been carefully selected for ease of use, for excellence of translation, and in consideration of overall affordability. I have provided ISBN's so you may find the precise edition/translation however works best for you (SHSU Bookstore, Amazon, Powell's, etc.). Please contact me immediately if you have any issues acquiring these texts.

All other course texts will be made available to you on Blackboard. You are expected to notate each text and have it at the ready not only for FTF/Synchronous meetings, but for each of the course activities you will engage independently (see **Course Schedule**, below).

COURSE REQUIREMENTS

I. The Big Picture

All coursework is a matter of accumulating points

Total Possible Points: 745

To earn an A:	670-745 points	(90% & above)
To earn a B:	596-660 points	(80% & above)
To earn a C:	520-588 points	(70% & above)
To earn a D:	445-514 points	(60% & above)
Failing:	Less than 425	(57% & below)

Note.3: There is a flex-zone of up to 20 points between grade categories. Instructor discretion applies to these, but I will, whenever possible, round up. That said, point totals below the flex-zone will receive the appropriate grade.

*Barring documented extenuating circumstances,
appeals cannot be made outside the flex-zone.*

II. Components of the Final Grade

1. Class Meetings (Attendance)	[28]	x 5 points each	=	140
2. Flipgrid Video Shorts	[5]	x 10 points each	=	50
3. Exploratory Writing	[5]	x 20 points each	=	100
4. Discussion Board Forums	[5]	x 35 points each	=	175
5. Journal Exercise	[1]	x 10 points each	=	10
6. Critical Reading Short Papers	[3]	x 40 points each	=	120
7. Final Paper		x 150 points each	=	<u>150</u>

Total: 745

III. Component Breakdown

1. Class Meetings

This class is an in-person, face to face class. You are *strongly encouraged* to wear a mask during sessions to protect yourself and others from infection. In class meetings form the backbone of the course. Do not underestimate their importance! They include:

- 1) introduction to course material(s)
- 2) review of key concepts, terms, strategies, and student performance from the previous week
- 3) direct engagement to facilitate meaningful dialogue and connection

We meet twice a week for seventy-five minutes, thirty times in total. Twenty eight of the thirty sessions will be point bearing – each of them counts for 5 points (**140 points total**), to be determined by attendance & attentiveness in the session. If you are unable to attend due to extenuating circumstances (and I acknowledge that these are multiplied by the conditions of the ongoing global pandemic), I ask that you inform me as much in advance as possible, and I encourage you to make up the missed points through supplemental point activities (detailed in #7, below).

Please note University policy:

Unlike the Fall 2020 and Spring 2021 semesters, any student who is absent from this class because of illness, self-isolation, or quarantine **will not be able to switch to “remote” attendance during the semester**. This means that any student who needs to quarantine or self-isolate due to a positive COVID-19 test or close contact with a COVID-positive person will need a doctor’s note for an excused absence. If you need a free COVID-19 test or a doctor’s note, contact the SHSU Student Health Center to discuss your options. This also means that you will be responsible for making up any missed work or obtaining any material missed during your absence.

Since it is the policy of the University not to offer the “remote option” for course delivery, please understand that I cannot grant it to you at any time this semester. I will work with you on a case-by-case basis to manage the situation – illness, life disruption, etc. – as it arises.

Asynchronous online work is a component of this course designed to keep students actively engaged and to enable students to perform well should a significant disruption to in-person attendance occur.

2. Flipgrid Video Shorts (FG)

To mix media, break up Blackboard monotony, encourage real-time dialogue, and enhance engagement with course materials, at four intervals throughout the semester, students will respond to a class meeting with a Flipgrid video short. For each of these, you will receive an invite link to the recording platform (you can use this on your smartphone, laptop, home computer, etc.).

If you are absent from a class session when a FG is assigned, you may upload a video comment to two peers’ postings (5 points for each) by the FG due date to earn the points.

Each FG is worth 10 points, for **50 total**.

3. Exploratory Writing (EW)

Exploratory Writing assignments are often paired with FG video shorts. FGs record your immediate response to meeting in which they are assigned, while Exploratory Writing assignments are short in length, but ask you to go a step farther in your consideration of course material and of your own questions and concerns in response thereto. Each EW is worth 20 points, to be graded on a full/partial/no credit basis (20/10/0). There are five EW assignments throughout the semester, totaling **100 points**.

4. Discussion Forums

Discussion Forums are, like EWs, an opportunity to take your thinking a step further than early intuitions and impressions. But for these, students think individually *and* collaboratively, responding to the same set of prompts for a given unit and learning in conversation with one another (and, occasionally, with myself). These collaborative conversations will take place on Blackboard’s **Discussion Board**. Students participate here in two ways: by creating original threads (OT’s) in response to prompts, and by responding to peers’ original threads.

There will be four OT assignments (see **Course Schedule** below), and to each of these OT assignments, students will be required to respond to two peers. Once a single OT receives two responses, students should move on to the next OT to capture their interest.

OTs will be assessed based on satisfaction of the prompt criteria (detailed in each assignment) as well as overall quality of thought. 5 points will be awarded to each of the (4) prompts in a given forum and 5 more for the overall quality of the thread (totaling 25 points). Peer responses will be assessed based on the quality of involvement with the OT, i.e., the degree to which the responder critically engages the content of the OT by substantively replying (in other words, “I really liked what you had to say!” will not suffice, though this is a great way to start the conversation). Each peer response (of the two required to complete each Forum assignment) is worth up to five points on a full/half/no credit scale (5/3/0).

Overall, each Discussion Forum will be worth 35 points, for a total of **175 points**.

5. Critical Reading Short Papers (CRSP)

CRSPs are designed to prepare you for the Final Paper (see #6, below) by deepening your engagement with the text, developing your analytic skills, and empowering you to translate your experience of reading into formal written expression consistent with the disciplinary standards of philosophy. They are more formal than extra credit Journals (see #7, SPA) and more exhaustive than Discussion Forum OT's. Whereas Journals and Discussion Forum OT's more informally document your thinking process, CRSP's are exegetical essays between 500 and 750 words in length that advance your critical interpretation of a chosen text through formal argumentation (more details to follow with CRSP prompt). To allow for creative freedom and agency, CRSP's respond to any reading in the Unit in which they are assigned but are not exhaustive of the entire reading. The passage you select to interpret should be approximately 1-2 pages in length.

CRSP's must be appropriately formatted and submitted to maintain anonymity (your Student ID should be the only identifying information). Paper headings should include acknowledgment of the passage interpreted (for example, Sartre: *Being and Nothingness*, pp. 86-87).

There are three CRSP's over the course of the semester, which will be assessed points on a 4/30/20/10 scale (exceptional/well executed/minimal effort/subpar) for a total of up to **120 points**.

6. Final Paper

The course culminates in the Final Paper, 2000-3000 words in length. Though this may seem short for a paper asking you to both analyze texts and substantially reflect on their association from your own point of view, I advise you not to be deceived by the apparent brevity of the assignment. It is a challenge to think substantively about a topic within a restricted space, and the key here is to achieve tight focus, a strong argument formulated in your own words, and formal polish. A detailed Assignment prompt and rubric will be distributed to make plain how you can succeed in this effort.

The Final Paper will have two assessed stages:

a) the **Proposal**, which will require students to write a brief sketch according to guidelines of what the argument of the paper will be. Proposals will be immediately assessed and either greenlit (student will be approved to "go" right away), or yellow/red-lit (student is offered counsel as to how to refine before writing the paper). All proposal submissions and feedback will be conducted anonymously. Proposals must be reattached to the final draft to earn full credit (up to 30 points, on a 30/15/0 scale).

b) the **Final Draft**, which is the *outcome* of a process of thinking, writing, editing, refining, proofing, and polishing. Students will be required to attach their original proposals to the final draft to enable tracking of progress through the composition process. Final Drafts will be assessed according to a detailed rubric distributed with the assignment of the Final Paper. The final draft is worth 120 points.

Together, the Final Paper in two stages is worth **150 points**.

To facilitate a quality outcome, one week prior to the due date of the final draft, a writing workshop is scheduled in our class meeting (see **Course Schedule**, below). Students who wish to consult with me further may also make appointments to meet in person (if feasible), or via Zoom or telephone call. Writing Center consultations are strongly encouraged.

7. Supplemental Point Activities (SPA)

At one time throughout the semester, students **must** submit a **Journal** entry in any of the listed forms below to Blackboard. The Journal Exercise counts for **10 points**. You can, however, also make up lost points (due to absence, missed assignments, underperformance, etc.) as a *supplement*.

You can engage in these supplemental activities at any time over the course of the semester and, unlike Discussion Forum posts and FG video shorts, these are only visible to me. You may:

- a) write an informal reading response, where you simply describe your reaction to the assigned text in approximately 250 words; this is a great way to prepare for a CRSP and earn extra credit [**5 points**]
- b) attend class and take careful notes to write a *protocol* – a highlight reel of the key moments/takeaways from that meeting [**10 points**]
- c) choose one element of an assigned reading (a term, a theme, an argument) and think out loud about it with respect to the current conditions of life (to do with anything from everyday banalities to the more pressing news of the day). For this option, you may write it out informally or record a short video/audio clip to upload and share your thoughts [**10 points**]

Note that there is a cap on how many points you can earn from SPAs. The maximum is **40 points**, unless other arrangements due to extenuating circumstances have been made by direct consultation with me.

CLOSING NOTES

- 1) All papers must be typed in twelve-point font, double-spaced, with one-inch margins.
- 2) All coursework *must be handed in on time*, or your grade will suffer. To be fair to those who turn their work in on time, late work will be assessed a penalty on a case-by-case basis (depending on the circumstances surrounding the late submission). Be mindful that receiving a late penalty is *always preferable* to being assessed – in accordance with University policy – a zero on assignments that are plagiarized. In addition, students are responsible for making and retaining copies of their work.
- 3) I strongly suggest you implement a *zero distractions policy* while engaged in coursework (whether face to face or synchronously, as in our scheduled meetings) or when you are

working independently.[†] Critical thinking requires focused attention, so I recommend you turn off your phone and close all tabs in your browser unrelated to the task at hand.

4) No prior experience with philosophy is expected or required for this course (though I do recommend it). I assume that you have taken or are taking a college level composition course, know how to write an essay in English, and can read comfortably at the college level in English. If this is not the case, please let me know.

5) If you need English language assistance, help with writing, handling college, or dealing with personal or family issues, feel free to ask for help and/or consult the following resources:

Academic Success Center (ASC, for help with writing, math, study skills and more):
<https://www.shsu.edu/centers/academic-success-center/>

Services for Students with Disabilities (SSD, for accommodations to insure equal access to all academic activities and programs):

(936) 294-3512 | (936) 294-3786 (TDD) | Email: disability@shsu.edu
Website: shsu.edu/disability

Counseling Center (offers individual, group, and couples counseling as well as crisis intervention and case management to enrolled students on the main campus): (936) 294-1720 | Website: shsu.edu/dept/counseling

Note.3: Please be aware that students at SHSU are both: (1) expected to adhere to a code of conduct (e.g. to maintain academic integrity and refrain from dishonesty, for which you will be penalized according to University policy, detailed below) and (2) protected by policies that insure their rights are in no way violated.

"Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Please be aware that plagiarized work and any form of academic dishonesty will result in an "F" on the assignment, and possible university disciplinary action. SHSU Academic Policy Statement 810213 outlines the definition of academic honesty and the related disciplinary procedures. You should also familiarize yourself of Academic Policy Statement 900823, which outlines the procedures for students to file an academic grievance should you wish to appeal your grade for reasons other than academic dishonesty. Please read over these policies."

Link to any of the materials referenced here at:

<https://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

[†] For guidelines on achieving success in the online environment, and especially in light of the challenges we are facing while negotiating life in the midst of COVID-19, please see:

[http://asc.tamu.edu/Study-Learning-Handouts-\(1\)/Tips-for-Success-in-Online-Classes-During-Coronavi?fbclid=IwAR03hurxfRDYhYZ1My4ePXTc9Gp_4eVxH1xcC6EdLS6uZmArrInQIF7K6p4](http://asc.tamu.edu/Study-Learning-Handouts-(1)/Tips-for-Success-in-Online-Classes-During-Coronavi?fbclid=IwAR03hurxfRDYhYZ1My4ePXTc9Gp_4eVxH1xcC6EdLS6uZmArrInQIF7K6p4)

Or, if it helps to watch a video rather than read this information, my colleague at SUNY New Paltz, Dr.

Rebecca Longtin, has created this:

<https://www.youtube.com/watch?v=CXdAIQ89m-8&feature=youtu.be&fbclid=IwAR3rmciOHZSAaFUpaAA8cy4bKK6cdfjXt0kvvUjGRd0H97S4g18wLxtZQ5c>

- 6) That said, in this class, if you have any questions or concerns about a grade received, please bring them to my attention. If you think the assignment requires re-evaluation, I ask that you type up a brief explanation and re-submit the assignment. You will never be penalized in this process. Keep in mind that you have up to one week after the assignment has been returned to appeal, and that it is ultimately your responsibility to take the initiative. If you are not satisfied with the outcome of the appeal, use the list linked to above to explore the recourse available to you at the University level.

- 7) When you communicate with me via email, please do so professionally, i.e. in complete sentences, with a proper salutation and conclusion. Include a comprehensible subject heading, identify what class you are in (as instructors often teach more than one class at a time), and explain clearly what it is you are inquiring about. Also, barring emergencies, be certain to allow at least 24 hours for response. Please be advised that this policy details the standard conventions for professional communication. You should adhere to them with all of your instructors and whenever communicating with a potential mentor or employer.

- 8) Don't be afraid to approach me with any questions, concerns, or to (casually) talk shop. Your feedback is welcome and deepens our exchange, advancing the mutual learning process. Let me reiterate that if you need clarification of, or help with, any of the texts or assignments, do not hesitate to ask – this is a sign of strength, not of weakness. *Do not wait until the end of the semester to worry about your performance in the course.*

- 9) Last: please note that you will be asked to evaluate the course (and my instruction) toward the end of the term. I expect you will do so constructively, offering feedback that will, on the whole, make clear both what worked and what did not, for the purpose of improving the course for future peers.

COURSE SCHEDULE

Subject to Revision at Instructor's Discretion

Unit	Week	Dates (Tues-Mon)	Reading	Activities/ Assignments All Due Dates @ 12 AM CST
<i>Unit I. Overture to Existentialism</i>	Week 1	Aug 17-19	Syllabus Camus, <i>The Stranger</i> (Part One)	<ul style="list-style-type: none"> • Tuesday 8/17: Syllabus Covered, Course Introduced; Flipgrid (FG) 1 Assigned • Thursday 8/19: Camus, <i>The Stranger</i> (Part One, 3-59); FG 1 Due; EW 1 Assigned <p style="text-align: right;"><i>For next week: Catch up on Part One Reading; Work on EW 1</i></p>

	Week 2	Aug 24-26	Camus, <i>The Stranger</i> (Part Two)	<ul style="list-style-type: none"> • Tuesday 8/24: Camus, <i>The Stranger</i>, Part One Continued; EW 1 Due • Thursday 8/26: Camus, <i>The Stranger</i>, Part Two (60-123); DF 1 Assigned <p><i>For next week:</i> Catch up on Part Two reading, work on DF 1</p>
Unit II. <i>Sketching an Existential Philosophy: Key Refrains</i>	Week 3	Aug 31-Sept 2	Kierkegaard, selections from <i>Fear and Trembling</i>	<ul style="list-style-type: none"> • Tuesday 8/31: Camus, <i>The Stranger</i>, Concluding Discussion; DF 1 Due • Thursday 9/2: Kierkegaard selections from <i>Fear and Trembling</i>, "Is There a Teleological Suspension of the Ethical?" pp. 953-961 [Bb]; Introduction in class, Handout; FG 2 Assigned <p><i>For next week:</i> Catch up on Kierkegaard reading, re-explore with Handout</p>
	Week 4	Sept 7-9	Kierkegaard Concluded; Nietzsche Introduced	<ul style="list-style-type: none"> • Tuesday 9/7: Kierkegaard selections from <i>Fear and Trembling</i>, FG 2 Due; EW 2 Assigned • Thursday 9/9: Closing Kierkegaard discussion; Introduction to Nietzsche; EW 2 Due <p><i>For next week:</i> Read Nietzsche, excerpts from <i>Gay Science</i> & <i>Twilight of the Idols</i></p>
	Week 5	Sept 14-16	Read Nietzsche, excerpts from <i>Gay Science</i> & <i>Twilight</i>	<ul style="list-style-type: none"> • Tuesday 9/14: Nietzsche, <i>Gay Science</i> & <i>Twilight of the Idols</i>; DF 2

			<i>of the Idols</i>	<p>Assigned</p> <ul style="list-style-type: none"> • Thursday 9/16: Nietzsche Discussion Continued, DF 2 Due; CRSP 1 Assigned <p><i>For next week:</i> Read Heidegger, “What is Metaphysics?” pp. 82-96 [Bb]</p>
<i>Unit III. Nothingness, Nihilism, & The Problem of Suicide</i>	Week 6	Sept 21-23	Heidegger, “What is Metaphysics?”	<ul style="list-style-type: none"> • Tuesday 9/21: Heidegger, “What is Metaphysics?” Introduced; FG 3 Assigned • Thursday 9/23: Heidegger, “What is Metaphysics?” Continued; FG 3 Due; CRSP 1 Due; EW 3 Assigned <p><i>For next week:</i> No new reading, work on EW 3</p>
	Week 7	Sept 28-30	Camus, “Absurdity and Suicide”	<ul style="list-style-type: none"> • Tuesday 9/28: Concluding Discussion of Heidegger • Thursday 9/30: Camus, <i>The Myth of Sisyphus</i> “An Absurd Reasoning: Absurdity and Suicide” pp. 3-10; DF 3 Assigned; CRSP 2 Assigned <p><i>For next week:</i> Read Kafka, “The Judgment” [Bb]; Work on DF 3 and start thinking about CRSP 2</p>
	Week 8	Oct 5-7	Kafka, “The Judgment”	<ul style="list-style-type: none"> • Tuesday 10/5: Concluding Discussion of “Absurdity & Suicide”; Kafka Introduced; DF 3 Due • Thursday 10/7: Kafka, “The Judgment” Continued & Concluded

				<p><i>For next week:</i> Read Sartre, selections from <i>Being and Nothingness</i> on “Bad Faith” [Bb], Complete CRSP 2</p>
<p><i>Unit IV. Freedom & Identity</i></p>	<p>Week 9</p>	<p>Oct 12-14</p>	<p>Sartre, “Bad Faith”</p>	<ul style="list-style-type: none"> • Tuesday 10/12: Sartre, “Bad Faith”; CRSP 2 Due; FG 4 Assigned • Thursday 10/14: Sartre, “Bad Faith” Continued; FG 4 Due; EW 4 Assigned <p><i>For next week:</i> Read Dostoevsky, <i>Notes from the Underground</i> (Part I)</p>
	<p>Week 10</p>	<p>Oct 19-21</p>	<p>Dostoevsky, <i>Notes from the Underground</i> & Sartre, <i>Being and Nothingness</i> (on the Other)</p>	<ul style="list-style-type: none"> • Tuesday 10/19: Dostoevsky, <i>Notes from the Underground</i> Part One; EW 4 Due; DF 4 Assigned • Thursday 10/21: Sartre, selections from <i>Being and Nothingness</i> on the Other; CRSP 3 Assigned <p><i>For next week:</i> No new reading, work on DF 4 and CRSP 3</p>
	<p>Week 11</p>	<p>Oct 26-28</p>	<p>Sartre, “The Other”</p>	<ul style="list-style-type: none"> • Tuesday 10/19: Sartre, Concluding Discussion; DF 4 Due • Thursday 10/21: Unit IV Wrap Up Session; CRSP 3 Due <p><i>For next week:</i> Read DeBeauvoir, Introduction to <i>The Second Sex</i>, Part One [Bb]</p>
<p><i>Unit V. Myself and Others: Liberatory Projects Beyond</i></p>	<p>Week 12</p>	<p>Nov 2-4</p>	<p>DeBeauvoir, <i>The Second Sex</i></p>	<ul style="list-style-type: none"> • Tuesday 11/2: DeBeauvoir, Introduction to <i>The Second Sex</i>, Part One; FG 5 Assigned • Thursday 11/4:

<i>Abstraction</i>				<p>DeBeauvoir, Introduction to <i>The Second Sex</i>, Part Two; FG 5 Due; EW 5 Assigned</p> <p><i>For next week:</i> Read Fanon, “The Fact of Blackness” [Bb]</p>
	Week 13	Nov 9-11	Fanon, “The Fact of Blackness”	<ul style="list-style-type: none"> • Tuesday 11/9: Fanon, “The Fact of Blackness”; EW 5 Due; DF 5 Assigned • Thursday 11/11: Fanon, “The Fact of Blackness” Continued & Concluded <p><i>For next week:</i> Work on DF 5, Read Larsen, <i>Passing</i>, pp. 171-208</p>
	Week 14	Nov 16-18	Larsen, <i>Passing</i>	<ul style="list-style-type: none"> • Tuesday 11/16: Larsen, <i>Passing</i>, pp. 171-208; Final Paper Assigned • Thursday 11/18: Larsen, <i>Passing</i>, pp. 209-275 <p><i>For next week:</i> Catch up on reading, work on Final Paper Proposal</p>
	Week 15	Nov 23	Larsen, <i>Passing</i>	<ul style="list-style-type: none"> • Tuesday 11/3: Unit V Wrap Up Session; Final Paper Proposal Due (Feedback posted soon thereafter) • Thursday 11/25: Happy Thanksgiving!!!
	Week 16	Nov 30	Course Wrap Up	<ul style="list-style-type: none"> • Tuesday 11/30: Last Day of Class, Course in Review, Writing Workshop
	Finals Week	Dec 8	Final Exam Session	<ul style="list-style-type: none"> • Wednesday 12/8 (10:15am-12:15pm): Final Exam Session (no exam!); Final Paper Due

HONOR CODE PLEDGE^{***}

*** I owe both the inspiration for and the template of this pledge to my colleague, Dr. Leigh M. Johnson.

Academic and intellectual integrity are paramount virtues of higher education. They assure our ability to research, think, write, and speak freely in a world of widely diverse viewpoints, and they protect the products of our scholarly work from misappropriation. In the contemporary “digital age,” the widespread availability of information has been a tremendous democratizing force, opening up the world of scholarly productions to many who previously did not possess the means or privilege to access them. However, the digitization of information has also made it easier to reproduce the words and/or ideas of others without proper attribution.

Students in this class, while of course subject to University policy (<https://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>) should think of themselves as members of a community of scholars committed to upholding and protecting the virtues of academic and intellectual integrity. The values of that community are only as strong as its community members’ promise to honor them. Consequently, students should sign the following “pledge” as their promise to their instructor, their classmates, and the larger academic community to act honorably.

As a member of this class, I pledge that I will not lie, cheat, or indulge intellectual laziness. I will afford to my fellow classmates the most generous interpretation of their arguments and positions. When there are disagreements and I become convinced that my own view is in error, I will concede as much. When I am able to demonstrate that my classmates’ positions are erroneous or wanting, I will endeavor to always allow them a graceful exit from their argument.

I furthermore pledge to do my part to create and maintain an environment in which diversity of both PERSONS and IDEAS is valued and protected. I understand that disagreement alone does not constitute disrespect, but I also pledge that I will not engage in, nor will I enable or excuse, discrimination or harassment based on (real or perceived) race, gender, age, color, sexual orientation, ability, national or ethnic origin, religious belief or socioeconomic class.

*Finally, I pledge to **actively** encourage personal, intellectual, and academic integrity in my peers and, as I am able, I pledge to intervene when it becomes evident to me that the principles of this class are being violated.*

Print Name

Signature