HOW TO BEGIN THINKING

WEEK OF

January 16    "On the Uses of a Liberal Education"
January 23    Disgrace
January 30    J. M. Coetzee, Disgrace
February 6    Jacques Derrida, "On Forgiveness"
February 13   René Descartes, First Meditations (Selections)
February 20   Ferdinand de Saussure, Course in General Linguistics (Selections)
February 27   Roland Barthes, Mythologies, "The Death of the Author"
March 5       Spring Vacation
March 12      Italo Calvino, Under the Jaguar Sun ("The Comfort of Strangers")
March 19      Albert Camus, The Fall
March 26      Albert Camus, The Fall
April 2       Wednesday: Lévinas, "Bible and Philosophy," "There is"
April 9       Andrew Krivak, The Sojourn
April 16      Andrew Krivak, The Sojourn, Art Spiegelman, Maus
April 23      Art Spiegelman, Maus
April 30      "Night/Fog"; Heidegger, "The Question Concerning Technology
May 2         Assia Djebar, "Women of Algiers in their Apartment"
May 11        Final Exam Due

Course Requirements: In addition to regular class attendance and participation, there will also be occasional short writing assignments as well as a Take-Home Final Exam, and two papers (6+ pages). Topics will be discussed and agreed upon in class. Students will read two pages of Blanchot's text each day, five days a week, writing one page of commentary about a fragment of their choice once a week, beginning in February. Paper 1: Due Friday, Feb 10, on Coetzee's novel. NB: 4/16 evening session.
GENERAL DESCRIPTION OF COURSE

This course will examine great or influential texts representative of the latter half of the twentieth century and beyond. This is a period of great social upheaval, including the aftermath of World War II and the Holocaust, the civil rights movement, a new wave of feminism, post-colonialism, globalization, and the digital age. The purpose of the course is to examine how contemporary culture, against this background, has emerged from and reconsidered the Western Cultural Tradition.

Academic Integrity

"…Among the least enjoyable aspects of our jobs is dealing with violations of academic integrity. We have noted an increased number of these cases over time, with most involving internet sources. Please discuss academic integrity with your students on the first day of class and clarify your expectations in the context of your course and your assignments. Some issues may be ambiguous unless addressed; e.g., are students permitted (or encouraged?) to work together on homework assignments? Plagiarism can sometimes be murky on writing assignments unless you have been clear about the appropriate extent of referencing and footnoting, especially with internet sources. I urge you to place the following link directly on your syllabus, and to ask your students to read the section on our academic integrity policy. Suspected violations of academic integrity must be reported to the student’s A&S class dean and will be adjudicated by the Academic Integrity Committee of the College. If you have any questions about the process, feel free to consult Dean Clare Dunsford in Gasson 109. Thanks in advance for your assistance..."

Professor David Quigley, Dean of the College of Arts and Sciences, Boston College in a letter to College of Arts and Sciences Faculty, dated 2 September, 2009.

Please consult this website for the BC policy and other important information:

http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity

BOOKS


Rene Descartes, Discourse on Method and Meditations on First Philosophy,  Indianapolis, Hackett Publishing Company, ISBN 0 87220 420 0


Italo Calvino, Under the Jaguar Sun,  Italo Calvino, Harcourt, Brace, ISBN 0 15692794 2


Maurice Blanchot, The Writing of the Disaster,  University of Nebraska, ISBN 0 8032 6120 9

Martin Heidegger, The Question Concerning Technology,  Harper and Row, ISBN 0 06 131969 4