**Junior Ford Course**

Spring Semester 2023

# Professor Carolyn Johnston

# Tuesday, 7-10 PM

## Ford Apprentice Scholars Program

## FIH 302P History of Ideas II

The Ford Apprentice Scholars Program encourages and prepares gifted students to enter careers in college and university teaching. The Junior Ford course seeks to enhance an understanding of the development of Western thought, and the summer program enables students to conduct their own research in their disciplines. The Senior Ford Colloquium focuses on teaching strategies and issues in higher education.

The fall course explored the origins of Western thought and the backgrounds for thinking in our contemporary world—how we critically analyze the effects of different views concerning institutions, religion, education, gender, etc. This spring course will focus on Western thought in the twentieth century. We will explore how and why the disciplines that comprise modern higher education came into being.

The class will pay attention to close reading of several important texts and individuals and student groups will make presentations (which will sometimes be videotaped) on class readings. We will invite guest lecturers from time to time.

Objectives of the Junior Ford Course

1. To enhance students’ awareness of the origins of the academic disciplines.
2. To enhance students’ knowledge of the intellectual history of the West.
3. To explore the connections among disciplines.
4. To develop expertise with instructional resources and techniques, writing, close reading of texts, expressive awareness, creative problem solving, small group discussion, and oral communication.
5. To plan and hold a forum on issues in higher education for the spring.

Required Texts

Gabriel Garcia Marquez, *One Hundred Years of Solitude*

W.E.B. DuBois, *Souls of Black Folk*

Franz Kafka, *Short Stories*

Elie Wiesel, *Night*

\_\_\_\_\_\_\_\_\_\_, *Open Heart*

Yevgeny Zamyatin*, We*

Saint Exupery, *The Little Prince*

Donald Palmer, *Looking at Philosophy*

Toni Morrison, *Sula*

Joy Harjo, *An American Sunrise*

Audre Lorde, *The Black Unicorn*

Evaluation

15% Participation in and contributions to class discussion; weekly short papers with comments/questions on scheduled topic will be due at the beginning of each class; contributions of groups leading discussions of text.

15% Individual formal Presentations

Each student will give a formal Presentation (approximately 20

Minutes)—on topics relevant to the texts.

Group Presentations

40% Essays

30% Forum Paper

Students will form groups that will work together to facilitate each other’s understanding of the texts, to debate the intellectual issues, to formulate questions in preparation for class discussion.

Each week a group will present on a topic relevant to the text, and another group will lead the discussion on the text or texts.

\*Papers must be submitted on time!!! Extensions will only be granted because of emergencies and must be requested in advance of deadlines.

Honor Code:

“On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others."  
  
Students are required to write "pledged" and sign it on every assignment they turn in, indicating that their work is consistent with the Code.

# Schedule of Classes

# January 31 Introduction to the course: first class meeting; form

# Groups

February 6 Phi Beta Kappa speaker’s presentation

in Miller at 7pm. Dr. Kay Holekamp, “Selective Forces Shaping

Evolution of Intelligence.”

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February 7 Modernism and Postmodernism: Reading: Marquez,

*One Hundred Years of Solitude*, 1-207

Formal Student Presentations (2)

February 9 Required CPS: LaRuby May, “Making Change and Personal

Transformation” in Miller, 7pm.

February 14 Reading: Marquez, 208-422

Professor Daniel Spoth

Formal Student Presentations (2)

February 21 Reading: Kafka, *Short Stories*

Formal Student Presentations (2)

February 28 Reading: Palmer: 20th Century Philosophy

Forum topic due

Formal Student Presentations (2)

March 3 \*Essay #1 (5 typed pages) due

March 7 Professor Lisa Miller

Reading: Toni Morrison, *Sula*

Audre Lorde, *The Black Unicorn*

Formal Student Presentations (2)

March 14. Reading: Elie Wiesel, *Night*

*\_\_\_\_\_\_\_\_\_, Open Heart*

Dr. Alan Rosen, CPS Event, 7pm Miller Auditorium

“How Stories Uncover the Purpose of Life: The Inspired Legacy of

Elie Wiesel”

Spring Break: March 18-26

March 28. Reading: Reading: Zamyatin, *We*

Formal Student Presentations (2)

March 31 Essay #2 (five typed pages)

April 4 Professor Gavin Hawk

Reading: W.E.B. DuBois, *Souls of Black Folk*

Rough draft of Forum paper due

Formal Student Presentations (2)

April 11 Professor Jim Goetsch, Native American Thought

Reading: Joy Harjo, *An American Sunrise*

Formal Student Presentations (2)

April 18. Professor Jalisa Ferguson

#### Research Interests

I am interested in using computer-aided drug design and other medicinal chemistry approaches to identify inhibitors of proteins with implications in cancer and other diseases. I, along with students in my group, intend to design potential inhibitors, synthesize those small molecules, and then conduct biological testing in vitro (in cells). Additionally, we’ll aim to target those drugs selectively toward cancer cells using hypoxia targeting strategies.

Formal Student Presentations (2)

Forum paper due

April 25 Forum rehearsal in Class

May 1 Ford Forum Rehearsal Triton Room

May 2 Ford Apprentice Scholars Forum

Dinner with class 5:30 PM, Forum 7-9:30PM

May 9 Reading: *The Little Prince*

Concluding Discussion on course

Essay #3 due (5 typed pages).

Writing Assignments

February 28: Forum Paper topic due

April 4: Rough draft of Forum Paper due

April 18 Forum paper final draft due

Rehearsal in class April 25

Formal rehearsal May 1

Ford Apprentice Scholars Forum: May 2

#### Essay #1

Due March 3

Choose one of the following topics and write a 5-page typed essay.

1. Identify and discuss the most important underlying assumptions of *One Hundred Years of Solitude.* Discuss and identify three of the most important conclusions/proposals/messages.
2. Discuss the transgression of boundaries in *One Hundred Years of Solitude.*
3. Discuss the meaning of solitude in the novel by Marquez.
4. How is Marquez’s novel a post-modernist or modernist novel?
5. Discuss the importance of “writing” in the novel.
6. Discuss the political and philosophical assumptions of the novel.

# Essay #2

Due March 31

Choose one of the following topics and write a 5-page typed essay.

1. Identify and discuss three significant shifts in our Western worldview in the years from 1900-1950. Tie your discussion to specific events/movements/ideas/literary texts.
2. Discuss the idea of freedom in the works by Kafka, Morrison, and Wiesel.
3. Discuss the parable of the gatekeeper in the context of the political and philosophical transformations of the first half of the twentieth century.
4. Discuss the major themes of Kafka’s short stories and Wiesel’s *Night* and *Open Heart*
5. Wild Card: Focus a question of your own which deals with the major texts thus far, and the shifts of paradigms of thought.

Essay #3

Due: May 9

Choose a topic from the following and write a 5-page typed paper.

1. What are the historical, theological, and philosophical legacies of the Second World War and the holocaust for our century?
2. Nazism, communism, and religious fanaticism have dominated much of the twentieth century. Drawing on the works of Kafka, Wiesel and Zamyatin, discuss the responses to the loss of freedom and protests against totalitarianism.
3. Drawing on the work of Saint Exupery discuss the idea of memory in the texts.
4. Identify and discuss three significant shifts in our Western worldview from 1945 to the present. Draw on the texts in the latter part of the course including those by Wiesel and Kafka.
5. Wild Card. Formulate a topic that draws on this semester’s texts and addresses a shift in paradigms of thought.

Groups leading discussions:

February 7 : Group 1

February 14: Group 2

February 21: Group 3

February 28: Group 4

March 7: Group 1

March 28. Group 2

April 4 Group 3

April 11 Group 4

April 18: Group 1

April 25: Groups 2

In class Forum Rehearsal

May 1: Formal rehearsal Forum

May 2 Ford Forum

May 9 Groups 3-4

Academic honesty. All students must submit their own original work or must document where they have used secondary materials. When you enroll in any course at Eckerd College, you pledge to live by the Eckerd Honor Code: "On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others." As a symbol of your acceptance of this code and a reminder of your promise of academic honesty and integrity, please write the word “Pledged” at the end of each submitted assignment and sign your name. Faculty must pass on all suspected cases of plagiarism or cheating to the Academic Honor Council for adjudication. The typical minimum penalty for academic dishonesty is the failure of the entire course.

Accommodation of Disability: If you have a disability or believe that you qualify for accommodations under the Americans with Disabilities Act or other laws, please contact Accessible Education Services at extension 8248 or via email at <aes@eckerd.edu> as soon as possible. Appropriate accommodations can only be arranged through that office and may not be made retroactively.

Emergency Contingency Planning: There is always a possibility that our semester might be interrupted by an emergency. If for any reason, Eckerd College is evacuated, you should be sure to bring your texts, notes, and syllabus so that you are ready to continue your coursework. Even during an extended evacuation, this course will continue (via e-mail or Moodle if necessary); therefore, if you wish to receive course credit, you should be prepared to continue with your studies as well. In such an event, it is imperative that you check your Eckerd e-mail and Moodle regularly from your off-campus location. If necessary, you should find an Internet Café or public library to do so.

Title IX Reporting Policy: Eckerd College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Eckerd community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Eckerd is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are required by law to notify Eckerd’s Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Eckerd, including confidential and anonymous reporting options, please visit [http://www.eckerd.edu/titleix/.](http://www.eckerd.edu/titleix/)

Changes to Syllabus: This syllabus is subject to change. Reading assignments may be altered or added throughout the semester. Any changes will be announced in class, but it is the student’s responsibility to find out about such changes in case of absence. All assignments must be completed to pass this course `