

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Honors 120: One World Seminar Fall, 2020

Online, Via Zoom

Professor Ted Lascher
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Class meeting time: Thursdays, 4:30-
5:45

Office hours: 4-6 on Tuesdays & Wednesdays
& by appointment

Catalog Description

Seminar devoted to exploring the One World theme for the University. Topic changes annually. Prerequisites: Open to students in the Honors Program and by permission of the program director. Graded. 3 units.

Course Purpose

Students in the Honors Program are expected to become global citizens with an interdisciplinary understanding of the world. The One World Seminar is aimed at promoting these goals.

Course Expectations

The term “seminar” is apt. This is primarily a discussion based course, requiring students to consider and assess readings, ideas, and outside class experiences. I will lecture occasionally about specific matters best handled in that manner, and I will steer the conversation as appropriate, but much of the responsibility remains with you to truly engage with the material both inside and outside the classroom. This is not a course for passive learning.

Given the pandemic, class sessions will be conducted entirely online in a synchronous fashion. I will provide you separate guidelines about how we will use Zoom in the course.

Themes, Readings, and Course Materials

The main theme we will be exploring is “community.” We will use the campus One Book, *There There* by Tommy Orange, as a jumping off point for the discussion. We will spend considerable time on the book itself and the way its characters approach the idea of community, especially the idea of a Native community. I will also have you read *Civil Rights and the Making of the Modern American State* by Megan Ming Francis. The aim is in part to explore the idea of how communities can move to political organizing, and the tactics and resources they can draw upon. The book also helps in considering how to use different types of data to portray the work of a community.

We will also strongly focus on a second theme which is our One World topic for 2020-21: resilience. We will consider such questions as the following: Is resilience different than merely surviving? Is resilience a community quality as well as an individual quality? What is the relationship between resilience and political activism?

In pursuit of the above themes I will also have you read shorter materials and view short videos. Such materials will generally be made available to you on Canvas.

I may somewhat modify assigned materials or specific topics as the semester progresses based on class interest.

Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate a sophisticated understanding of community and resilience based on class discussion and consideration of course materials.
- Effectively participate in class discussion.
- Demonstrate an ability to conduct and present original research.
- Write short, clear, analytical papers

Assignments and Grading Weights

The most important assignment for this course will be conducting original research on a community of interest. Students will develop a short mid-semester prospectus, explaining their plans for the study. The research will be presented in the form of a class presentation and a final paper. There will also be two shorter written assignments. More details will be forthcoming.

Following are the required assignments and grading weights for each:

- Major research project
 - Research prospectus: 5%
 - In-class research presentation: 15%
 - Final research paper: 30%
- Short reflective paper #1: 20%
- Short reflective paper #2: 20%
- Class discussion: 10%

Special Needs Related to Disabilities

Should you need assistance with portions of class due to disabilities, please let me know as soon as possible. The University offers services to student with disabilities and I would be glad to refer you to the appropriate campus unit.

Academic Honesty

I take issues of academic honesty (including avoiding plagiarism) seriously and you should as well. If you are unfamiliar with the specifics of University policy in this area I recommend you review the appropriate section of the on-line University Policy Manual: <http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>.

Distractions

Please do not use cell phones or surf the Web during class, unless I give you clear permission to do so. You are welcome to use your computer to take notes and for other purposes specified by your instructor.

Late Assignments and Missed Classes

I will accept late assignments (or allow for a make-up examination) only in highly unusual circumstances. At my discretion, a student who misses a deadline may be given a make-up assignment. Whether or not a penalty will be assessed depends on the reason (e.g., a family emergency constitutes a good reason; a competing requirement for another course does not).

I expect students to attend all class sessions unless they have a compelling reason not to do so. You should notify me in advance if you need to miss a class.

Class Schedule

Following is a *tentative* schedule for course meeting days, readings, and topics. We may modify the topics based on how the discussion is progressing and your own interests, and I may add short readings to promote consideration of specific ideas.

September 3: Introductions, Class Overview, and Framing for the Campus One Book

- Read: *There There*, prologue

September 10: The Idea of Community in *There There*, Part One

- Read: *There There*, pp. 17-61

September 17: The Idea of Community in *There There*, Part Two

- Read: *There There*, pp. 62-97

September 24: Resilience in *There There*—Is Jackie Red Feather Resilient?

- Read: *There There*, pp. 98-117
- American Psychological Association, "Building Your Resilience"
- Van Breda, Adrian D. "A critical review of resilience theory and its relevance for social work." *Social Work* 54.1 (2018): 1-18.

October 1: Resilience in "The Station Agent: Is Finbar Resilient?"

- Movie to view prior to class: "The Station Agent" (2003)

October 8: Thinking about Doing Community Research

October 15: From Community to Collective Action, Part One

- Read: *Civil Rights and the Making of the Modern American State*, chapters 1-3

October 22: From Community to Collective Action, Part Two

- Read: *Civil Rights and the Making of the Modern American State*, chapters 4-6

October 29: Deeper into Community Action- The Case of Redress for Japanese Americans

- Read: “Against All Odds” case study

November 5: The Idea of Community in *There There*, Part Three

- Read: *There There*, pp. 118-207

November 12: The Idea of Community in *There There*, Part Four

- Read: *There There*, pp. 208-292

November 19: Research Presentations

[No class November 26: Thanksgiving Holiday]

December 3: Research Presentations

December 10: Research Presentations and Course Wrap-Up