**Dr. Adam Wells**

**Wiley 004**

**276-944-6150**

[**awells@ehc.edu**](mailto:awells@ehc.edu)

**Office Hours: M: 2:30-3:30**

**T, TH: 11-12, 3-4**

**ETLA 200: Foundations**

**COURSE GOALS:**

Throughout this course, students will do the following:

1) Reflect on the nature of knowledge and reason.

2) Use experimental methods to solve problems.

3) Analyze mythic thought and the role of myth in history/ culture.

**TEXTS:**

1. Most of our readings will be available on Moodle.
2. You will need to purchase:
   1. Cormac McCarthy, *The Road* (New York: Random House, 2006).

ISBN: 978-0307387899. It is currently available on Amazon.com for $12.80

* 1. Some means of access to the movie *Apocalypse Now.*

**COURSE REQUIREMENTS:**

**1) Participation (10%)** Regular attendance and informed participation is expected.

**2) Small Writing Assignments (15%)** Throughout the semester, I will assign small, informal writing tasks.

**3) Class Summaries (10%)** At the end of every class period, I will pick one student to write a summary of that day’s class. The summaries should include the main points made by the professor as well as any questions or comments made by your peers. These need not be polished essays, but spelling and grammar should be correct. The summaries should be approximately 750 words, and they should be posted to the course’s Moodle page before the next class. The file that you upload to Moodle should include your name and the date of the class that you summarized. So, for example: AdamWells8-23-17.docx

**4) Papers 20% (x2)** You will complete **two** formal essays. Each essay will be ~1000 words, double-spaced, in 12-point Times New Roman font. Writing prompts will be distributed in class

**5) Final Exam (25%)** The final exam will cumulative and comprehensive

**SCHEDULE**

Aug. 23: Introduction: What is the purpose of the liberal arts?

**I. Myth in Ancient and Modern Culture**

Aug. 25: What is myth?

a) Coupe, *Myth*,“Introduction”

Aug. 28: Myths of deliverance:

a) Exodus, Selections

Aug. 30: Exodus in the Civil Rights Movement:

1. Introduction
2. MLK audio
3. NPR audio

Sep. 1: Ancient Apocalypse

a) Adela Yarbro Collins, *Cosmology and Eschatology in Jewish and Christian Apocalypses*, selections.

b) Rudolf Bultmann, *Theology of the New Testament*, selections.

c) Gospel of Mark, Chapter 13

Sep. 4: Modern Apocalypse:

1. Watch *Apocalypse Now*
2. Coupe, *Myth*, “The Rhetoric of Revelation” and “Apocalypse without Apocalypse.”

Sep. 6: *The Road*

Sep. 8: *The Road*

Sep. 11: *The Road*

Sep. 13: *The Road*

Sep. 15**:** Relativism, Nihilism, andPost-Modern Criticism:

1. Jean-Francois Lyotard, *The Postmodern Condition*, selections
2. “White Men of Academia have an ‘Objectivity’ problem.”

Sep. 18: A Nietzchean Intervention

a) Nietzsche, *On the Genealogy of Morality*, selections

Sep. 20: A Nietzschean Intervention cont’d

1. Nietzsche, *On the Genealogy of Morality*, selections
2. Nietzsche, *Gay Science*, “The Madman.”

Sep. 22: Whose Utopia?

a) Alt-Right.com: “Our Revolution is Baked in the Cake.”

b) Alt-Right.com: “What it Means to be Alt-Right.”

c) Langston Hughes, “Let American be American Again.”

Sep. 25: Habermas on Enlightenment

a) “Political Philosophy After Metaphysics: Habermas & Lyotard,” Abdelkader Aoudjit

b) “Habermas on Modernity and Postmodernism,” Guenter Zoeller

Sep. 27: Discussion

**II. Rationality: How do we know what we know?**

Sep. 29, Oct. 2: Plato’s ideal state and ideal individual

a) *The Republic*, selections

Oct. 4-8: FALL BREAK

Oct. 9, 11: Plato’s Allegory of the Cave

a) *The Republic*, selections

Oct. 13: Descartes, *Meditation 1*

Oct. 16: Descartes, *Meditation 2*

Oct. 18: Descartes, *Meditation 3*

Oct. 20: Descartes, *Meditation 4*

Oct. 23: Descartes, *Meditation 5*

Oct. 25, 27, 30: Hume, *An Enquiry Concerning Human Understanding,* selections

Nov. 1: Discussion

Nov. 3**:** Paper workshop

**III. Scientific Method**

Nov. 6: Intro and experiment planning

1. Tall tower challenge
2. Popsicle bridge

Nov. 8, 10, 13, 15: Group experiments

Nov. 17: Reflection on Scientific Method (no new reading)

Nov. 20: **Class Canceled**.

Nov. 22-26: THANKSGIVING BREAK

Nov. 27: Thomas Jefferson, *Notes on the State of Virginia*, selections

Dec. 1: Cornel West, “A Genealogy of Modern Racism”

Dec. 4: Cornel West cont’d

Dec. 6: Discussion

**DEC. 8: FINAL EXAM (8:30am)**

**Note:** University policy stipulates that final examinations are given **only** during the scheduled examination period. Please review your exam schedule before you make end-of-the-semester plans.

**GENERAL GRADING RUBRIC:**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Lower Numerical Cutoff** | **Description** |
| A | 94 | Exceptional work that shows creativity and careful analysis of material. A-level work is sophisticated, well-written, and free from errors in grammar and spelling. |
| A- | 90 | Shows exceptional mastery of concepts, and goes well beyond requirements. |
| B+ | 87 | Work in the B-range is above average. B level work may be excellent work with several small errors or flaws. It is solid work, and shows significant command of concepts. |
| B | 84 |  |
| B- | 80 |  |
| C+ | 77 | Work in the C-range is average and satisfactory. It fulfills the criteria of the assignment, but does not display the same level of analysis, comprehension, and/or creativity as B and A-level work |
| C | 74 |  |
| C- | 70 |  |
| D | 60 | Work in the D-range is substandard. It may have major flaws, or show little mastery of major or minor concepts. |
| F | 0 | Work in the F-range shows no mastery of relevant material. F-level work fails to complete requirements or is otherwise unacceptable. |

\*\*Letter grades are equivalent to a numerical score 1 point above the lower numerical cutoff. For example, an A paper is equivalent to a numerical score of 95

**ATTENDANCE POLICY**:

During your college years, by responsible class attendance you can establish a reputation for reliability that will help your professors to write good reference letters for jobs or programs of graduate study. I value faithful attendance highly, as an indication of your commitment to the course goals.

You are allowed 3 absences with no penalty. Additional absences (for any reason) will reduce your course average by 1 point per absence.

More than 8 absences will result in an automatic F.

**Note: I do not give make-up assignments**

**COMPUTER AND CELL PHONE POLICY:**

A successful class requires the active participation of everyone involved. Cell phones are distracting and disruptive; they are detrimental to both individual learners and the class as a whole. Consequently, the use of cell phones in class is strictly forbidden. Turn them off or set them to “Do Not Disturb” before class begins—off, not vibrate! If I see your cell phone during an exam or quiz, you will automatically receive a ZERO on that exam or quiz.

The use of laptops in class is prohibited unless you receive an accommodation from the Powell Resource Center.

**EMAIL POLICY:**

I would much rather meet with you in person than correspond via email. However, I will make every effort to be available to you by email. I will answer student emails during the workday. If you do not receive a response from me within two working days (note: that does not include weekends), feel free to send me a reminder. I often get 30-50 emails per day. It is easy to overlook one! Keep in mind that I do not have time to answer complex questions by email. If your question requires an answer of more than a few sentences, you should come by my office.

**POLICY ON ACADEMIC DISHONESTY:**

The Emory & Henry College Honor Pledge is as follows:

I understand that Emory & Henry is a community built on trust. Therefore, as a member of this community, I am committed to tell the truth and to maintain the sanctity of other people’s property, including computer data/access. I will abstain from all fraud in academic work. I will neither give nor receive aid on any form of test or assigned work where such aid is prohibited, nor tolerate this conduct in any member of the Emory & Henry Community. I will deal responsibly with such acts when I observe them. By my conduct and influence, I will endeavor to build a high standard of honesty and truthfulness in all academic work.

Any evidence of academic dishonesty may result in a grade of F for the assignment or failure of the course. Academic dishonesty includes such acts as receiving improper assistance on tests and quizzes. For writing assignments, academic dishonesty includes plagiarism, which is work copied or paraphrased from another source without proper citation, copied from your own work for other classes, or written or revised by someone else. If you refer to another source, you need to give credit directly to that source when you quote directly and when you paraphrase. Any incidents of academic dishonesty will be reported and dealt with in adherence to the College’s Honor System procedures.