



University College Room 4401

Mondays 1:30 to 4:30

JOEL FAFLAK | UC 3433 | jfaflak@uwo.ca | 519 661 2111 Ext. 85818

Zoom Office Hours: by appointment

OWL Course Site: <https://owl.uwo.ca/portal/site/79353ba9-0718-40b2-8647-c69d66244a68>

Prerequisite(s): At least 60% in 1.0 of English 1020-1999 or permission of the Department.

We acknowledge that Western University is located on the traditional territories of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

COURSE OBJECTIVES

- Think critically about the role of the intellectual and intellectualism in public life.
- Explore the history of the public intellectual and how the role of the public intellectual has changed over time.
- Think critically about how the Arts and Humanities contribute to public life.
- Explore and reflect upon our roles as students and teachers in the intellectual life of the university and beyond.
- Debate the role of public intellectuals as harbingers of hope as well as critique.
- Develop critical and creative skills in written work using the appropriate MLA conventions for scholarly writing.
- Absorb the theories we study: that means being able to explain and interpret the texts in your own words, with your own examples.
- Practice expressing your experiences in writing and integrating your intellectual insights that develop from these experiences as part of developing your critical voice.

REQUIRED BOOKS

All print copies will be available at the UWO Bookstore; print or Kindle copies can also be purchased online through other sources.

De Quincey, Thomas. *Confessions of An English Opium-Eater*, edited by Joel Faflak, Broadview Press, 2009. ISBN 978551114354

Vuong, Ocean. *On Earth We're Briefly Gorgeous*, Penguin Press, 2019. ISBN 9780525562030

Other readings will be posted to the OWL course site, as indicated below under "Schedule of Classes & Readings."

ASSIGNMENTS

Life Profile (Due January 28)	15%
Seminar Presentation	30%
Final Project (Due March 28)	45%
Participation	10%

Life Profile: (1000 words; 4-5 pages; **Due January 28**) Imagine 3 separate trajectories – personal, academic, professional, or all three – that you hope will develop from your intellectual life over the next 5-10 years. They should be all be utterly different from one another. They should all hold some appeal, even if you just feel curious about a path, rather than committed to it. Provide details. Where do you live? What do you do with your spare time? Who else is in your life? If you have no sense of your path, make that your focus, or make something up. The one stipulation for this profile is that it should correspond to some aspect of the course theme. I got the idea for this assignment here, and took some of its wording: <http://www.universityaffairs.ca/career-advice/careers-cafe/designing-your-future/>

Seminar: Under “Schedule of Classes & Readings” I’ve marked with * the readings on which you can do a seminar presentation for the class. If there are two ** that means I’d like to see two presentations on that reading. Presentations should be roughly 15-20 minutes long. I’ll post a list for your to sign up on the OWL site. Your presentation should pose questions for class discussion.

Participation: Since this is a seminar, it is crucial that you regularly attend class prepared to discuss course readings and engage in conversation and debate. I will evaluate participation according to the quality and consistency of contributions, the demonstration of active and engaged listening, and a willingness to respond to other students.

Final Project:

We’ll discuss how you might approach the Final Project as the course unfolds. I’m open to a variety of approaches.

All written assignments must follow MLA8 guidelines for documentation. For all matters related to writing grammar and style, essay format and documentation, and research practices, refer to the Purdue Searchable Style Guide: https://owl.purdue.edu/owl/purdue_owl.html

See “Undergraduate Grading Criteria” at: https://www.uwo.ca/english/english_studies/courses/pdf/UndergradGradingCriteria.pdf
See “Essay Tips” at: <https://www.uwo.ca/english/undergraduate/Student%20Information.html>

Late Assignments/Extensions: Contact me with a valid reason for missing a deadline before the due date. Assignments submitted late without previous arrangement will be penalized 2%/day up to 10 days (incl. weekends), after which they may not be accepted.

Other Matters: “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites” (UWO Senate).

SCHEDULE OF CLASSES & READINGS

Besides De Quincey and Vuong, which you can buy separately, all other readings or viewings are either posted on the OWL course site or listed in links below. It’s very important that you do all the readings in advance, do them very carefully, take notes on your reading, and be prepared to participate in class discussion.

January 10	Introduction
January 17	Emile Zola, “J’Accuse . . . !” https://www.famous-trials.com/dreyfus/2613-j-accuse-by-emile-zola-texts-in-english-and-french Said, “Representations of the Intellectual,” “Professional and Amateur” Gramsci, from <i>The Prison Notebooks</i>
January 24	Plato, <i>Socrates’ Defence (Apology)</i> * Kingswell, “Introduction: Representations of the Intellectual in Everyday Life” * Life Profile DUE Friday, January 28
January 31	Kant, “What is Enlightenment?” * Foucault, “What is Enlightenment?” *
February 7	Shelley, from <i>A Defence of Poetry</i> * Frost, “For John F. Kennedy: His Inauguration” Gorman, <i>The Hill We Climb</i>

February 14	Workshops for Intellectuals
February 21	READING WEEK
February 28	De Quincey, <i>Confessions of an English Opium-Eater</i> ** Michael Pollan, from <i>How to Change Your Mind</i>
March 7	Frye, from <i>The Educated Imagination</i> * Lansdown, “Our Fault, not Theirs’: The Future of the Humanities” * Kristeva, “Thinking in Dark Times” *
March 14	Viewing of Alanis Obomsawim, <i>Kanehsatake: 270 Years of Resistance</i> https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/
March 21	Alanis Obomsawim, <i>Kanehsatake: 270 Years of Resistance</i> ** Coleman, “Beyond the Book: Reading as Public Intellectual Activity” * Ngūgĩ Wa Thiong’O, “For Peace, Justice, and Culture: The Intellectual in the Twenty-First Century” *
March 28	Ocean Vuong, <i>On Earth We’re Briefly Gorgeous</i> ** Kapur, “Dark Times for Liberal Intellectual Thought” * FINAL Project DUE
April 4	Course wrap-up

Select Bibliography

- Adorno, Theodor. *Minima Moralia: Reflections from Damaged Life*, Verso, 2005.
- Brooks, Peter. “Introduction,” in *The Humanities and Public Life*, edited by Peter Brooks, Fordham University Press, 2014, pp. 1-14. [online through Western Libraries]
- Butler, Judith. “Ordinary, Incredible,” in *The Humanities and Public Life*, edited by Peter Brooks, Fordham University Press, 2014, pp. 15-40. [online through Western Libraries]
- Cummings, Dolan. *The Changing Role of the Public Intellectual*, Routledge, 2005.
- Horkheimer, Max and Theodor W. Adorno. “The Concept of Enlightenment,” in *Dialectic of Enlightenment*, translated by John Cumming, Continuum, 1972, pp. 3-42.
- Melzer, Arthur M., Jerry Weinberg, and M. Richard Zinman, eds. *The Public Intellectual: Between Philosophy and Politics*, Rowman & Littlefield, 2003.
- Posner, Richard A. *Public Intellectuals: A Study of Decline*, Harvard University Press, 2001.
- Small, Helen, ed. *The Public Intellectual*, Wiley-Blackwell, 2002. [online through Western Libraries]

ACCOMMODATION POLICIES

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Note that instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

All students must write assignments in their own words. When taking an idea or passage from another author, students must acknowledge their debt by using quotation marks where appropriate and by proper referencing (footnotes or citations). Plagiarism is a major academic offence. All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>
 Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>
 Services provided by the USC <http://westernusc.ca/services/>
 Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.