"...let us say that humanism (and such a definition can itself be developed along very divergent lines) tends essentially to render a person more truly human, and to manifest humanity's original greatness by having the person participate in all that which can enrich the self in nature and in history (by "concentrating the world in person," as Scheler said approximately, and by "dilating the person to the world."); it at once demands that a person develop the virtualities contained within the self, one's creative forces and the life of reason, and work to make the forces of the physical world instruments of humanity's freedom.

Thus understood, humanism is inseparable from civilization or culture, these two words being themselves taken as synonymous."

From page 2.

NORTHERN ARIZONA UNIVERSITY
Department of: HUMANITIES, ARTS, AND RELIGION
College of: ARTS AND LETTERS

SYLLABUS HUM 382 World Perspectives in Humanities (3 credits)
COURSE TITLE: Genocide, War, and Humanistic Values
Fall '04 Wednesday 4:30-7:00pm IITV-NAUCampus-Uhouse
Professor: Don Davison, Ph.D. Office: Babbitt Annex #210
Phone (928)523-5162  eMail TBA

COURSE BODY:

Through a presentation of history's footsteps, this course will examine the three interwoven themes of genocide, war, and humanistic values (GW&HV).
Using examples of GW&HV we will seek a measure of understanding of the circumstances and relationships of these three categories of human interface.
The journey of the course will cover textual presentation, socratic dialog and written exposes. A grasp of history and an engaged discussion will lay the ground work for painting understandable pictures, drawing conclusions, creating a personal point of departure that we may adopt in order to discuss themes, issues, and policies. The objective of the course is to prepare citizens of the world so that from some enlightened perspective they may be able to enter into constructive debate concerning humanistic values as they relate to a democratic republic's internal responsibility and to the international stage.

COURSE MECHANICS:
A: Presentations of examples of genocide will allow us to seek its origins, understand its history, and assess its current status. This overview will enable us to create a working definition that we can apply to war and humanistic values.

B: Through an overview of the history of war we will search its many faces and try to gain a 21st century perspective. In order to do this we will focus on local, regional, and global conflicts. This review will necessarily look at tribal, colonial, imperial, and global economic backdrops for the institutions of war.

C: We will glean an understanding of humanistic values as derived from religious and secular endeavors. A survey of five paradigmatics, namely: Socrates, Buddha, Confucius, Christ, and Mohammed (as well as others) will serve as templates for the construction of a humanistic perspective that will serve as an underpinning net with which we will attempt to "catch" essential relationships, perhaps even necessary points of departure, from which all human activity must be viewed, and more specifically with genocide and war.

Reading and Writing Intensive:
(1, 2 & 3 - three pages * 4 - five pages)
The students will write four papers.
1. By utilizing a working definition of genocide, the students will write a paper on the historical reality of genocide and paint a picture of the current circumstances on the subject.

2. The students will articulate war as a historical universal and pick two examples (that they identify ahead of time) particularly illustrative of war and genocide.

3. With working tools garnered from the discussion on humanistic values, an overview of the significance of these values as they relate to genocide and war will be constructed as a template for further study.

4. This will be an indepth briefing of a selected text along with a critique of the work and comments about genocidal definitions and war as a tool of humanity as well as the importance of maintaining an ever vigilant stance in mitigating potentially explosive human interfaces.

Selected texts: Course Texts ***
Suggested texts: *
(Excerpts from, or the complete text as indicated)

First part of course: Personhood & the Killing of Other Human Beings

***REQUIRED CLASS TEXT: Course Pack: Davison, The Concept of Personhood in the Evolutionary Process of Being
The Ethics of Killing: A background and a brief overview of the Codes of Conduct & Law. Some discussion of crimes against humanity, UN focus.

***REQUIRED CLASS TEXT: Power, A Problem from Hell, America and the Age of
Genocide

Bronowski, The Assent of Man
Teilhard de Chardin, The Prayer of the Universe
Karl Jaspers, Socrates, Buddha, Confucius, Jesus
The Koran

Second part of course: The Person and War

***REQUIRED CLASS TEXT: Keegan, A History of War

Plato's Apology
Sun Tzu, The Art of War
*Bobbit, The Shield of Achilles
Tolstoy, War & Peace
Hemingway, Farewell to Arms
*Benjamin & Simon, The Age of Sacred Terror
Zinn, Passionate Declarations, Essays on War and Justice

Third part of course: Humanistic Values as they relate to Genocide and War

***REQUIRED CLASS TEXT: Rieff, A Bed for the Night

*Niebuhr, The Children of Light & The Children of Darkness
Ridley, Nature's Case for the Virtues
Mills & Brunner, Editors, The New Killing Fields
*Kennedy, The Dark Side of Virtue, Reassessing International Humanitarianism
Kagan, Of Paradise and Power
Friedman, The Lexus and the Olive Tree

COURSE FORMAT:
Generally each class will be divided into three parts:

1. "Meshing" open discussion about what we have come to believe about the species and our personal understanding of our participation in recorded history.

2. "Bits and pieces" of the story of humankind with special emphasis on Genocide, War and Humanistic Values.

3. Discussion of the required texts and other material will be used to sketch the ingredients of our moral commitments as a species.

To deepen our understanding of this journey the course will be divided into three parts:
1. The first 1/3 of the course: The evolution of the concept of genocide.
2. " second " " " : The development of a critical understanding of war.
3. "third " " " " : Understanding and owning an informed participation in the current moment as it relates to humanistic values.

GRADING:
Class participation (presence 10 and dialog 10) 20 pts
Papers - Quiz 1. What is genocide? 5 pts
2. What is war? 5 pts
3. What are humanistic values? 5 pts
4. Quiz 5 pts
5. What did you get from this course? 5 pts
6. Book Report (Due on Final Day) 15 pts
Final Exam 40 pts

100 pts

CLASS PROCEDURE AND ATTENDANCE POLICY

CLASS PROCEDURE:
Questions: PLEASE ASK QUESTIONS ABOUT ANYTHING!

A. Questions are always in order and most welcome. They may be about anything. Usually they are about what we have covered or are about to cover.

B. Readings: This will be a "European Style" course. In class we will read selected portions of ALL of the material to be covered. It is expected that all material will have been read BEFORE the students come to class. This will give the student an opportunity to mark selections they feel are important or ask questions about a passage they challenge or with which they have difficulty.

C. Discussion: Commentary will be made on the selected readings and class participation / observations/comments will be an essential portion of the course grade. (See Grading - course syllabus.)

This ABC class procedure will be followed for each class - unless the world falls apart and we MUST deal with some (other) catastrophe e.g. Humanistic values will be applied to current affairs as they relate to morality, genocide, and war.

SPECIAL NOTE: THERE WILL BE NO MIDTERM!!!

CLASS ATTENDANCE:

NAU POLICY: Students are expected to attend every class session and to make up all work missed because of legitimate absences. Unexcused or unexplained absences will AUTOMATICALLY lower a student's grade if they exceed five (5) per term in a 5-credit course, four (4) per term in a 4-credit course, and three (3) per term in a 3-credit course. This means that you can only miss one (1) class of HUM 371 and maintain an "earned" grade.] Instructors are under no obligation to make special arrangements for students who miss class(es).
COURSE CALENDAR

FALL '04

The following calendar is for Fall '04. This schedule is our best guess - there will undoubtedly be some shifting as we get underway and as the class unfolds. It is the students' responsibility to view the tape of any missed class and **NOT TO CALL THE PROFESSOR** for assignments. On campus students can view the tape of the class in the Cline Library. Off campus students are responsible for their own viewing - either real-time of tape delayed and must make their own arrangements.

Sept. 1st Introductions. Required course texts (already noted) and handing out of material. The course begins!!! Basic icons for class presentations and discussions. REVIEW THE COURSE SYLLABUS CAREFULLY!!! Real time interactive. Tape delayed interactive. Your time. Think about the virtues. Yah Buts! Answers: Yes/No/I don't know.

Circles, underlined, comments, questions, answers about your papers. The life curve as it relates individually and to the species. Seasons and stages of life. **Reading Assign. The Concept of Personhood. (TCofP) Reading Assign: (TCofP) pp. 31-57.**

Sept. 8th (TCofP), Selected readings. Just what is a person? How do we treat others members of our species & the environment? **Reading assign. (TCofP),** Writing assign (TCofP), pp. 58-80, 151-152, 195-196, 225 &231.

Sept. 15th (TCofP), Read and discuss. **Reading assign. A Problem from Hell, America and the Age of Genocide, (APfH), Reading assign. (APfH) pp 1-170+. Assign 1st paper: What is Genocide?**

Sept. 22nd (APfH), Read and discuss. **Reading assign. pp. 170-340+**

Sept. 29th (APfH), Read and discuss. **Reading assign. pp. 340-516+ 1st Paper Due.** (None {will ever} be accepted late)

Oct 6th (APfH), Read and discuss. **Reading assign. A History of War, Reading Assign: (HofW) War, pp. 1-130. Assign 2nd Paper: What is war?**

Oct. 13th (HofW) War, Read and discuss. **Reading assign. (HofW) War, pp. 130-160.**

Oct. 20th (HofW) War, Read and discuss. **Reading assign. (HofW),pp.160-392.**

Oct. 27th (HofW) War, Read and discuss. **Reading assign. The Dark Side of Virtue, reassessing international humanitarianism, TDSofV, pp 1-120. 2nd Paper Due.** (None {will ever} be accepted late)

Nov. 3rd TDSofV, Read and discuss. **Reading assign. TDSofV, pp. 120-240.**

Nov. 10th TDSofV, Read and discuss. **Reading assign. TDSofV, pp. 240-357. Assign 3rd Paper: What are Humanistic Values?**
Nov. 17th **TDSofV**, Read and discuss. **Reading assign.Everything!!!** pp. ALL!!! Assign 4th Paper: What did you get out of this class?

Nov. 24th **Catch up and Review. READING WEEK IS COMING!!!** We will have class. Hopefully not too much **new** material will be covered. However, we will wrap up loose ends and answer any questions that we have left hanging.

Dec. 1st **Catch up and Review 3rd Paper Due.** (None **will ever** be accepted late)

Dec. 8th **READING WEEK.** Final review of course work. **4th paper due.**

Dec. 15th **FINAL EXAM (NO EXCEPTIONS TO THIS DATE AND TIME!!!) Final Paper Due!!!**