

HONORS COLLEGE CORE COURSE PROPOSAL FORM

Thank you for your interest in teaching for the Honors College. Before you fill out this core course proposal form, please note the following guidelines:

1. Honors core courses are three-credit hour courses taken primarily by Honors College freshmen with diverse backgrounds and interests.
2. Honors core courses are General Education courses, and must fit under at least one of the six categories (please see <http://www.uic.edu/ucat/catalog/GE.shtml>).
3. Honors core courses do not presume prior knowledge of any field or discipline.
4. To learn what Honors core courses have been offered in recent semesters, please visit <http://www.uic.edu/honors/learning/courses2.shtml>.
5. The usual compensation method is to provide \$7,000 per course directly to departments for faculty replacement.
6. You must secure the permission of your Department Head before submitting your core proposal to the Honors College. Please have him or her sign this form.

About the Instructor

Name: Dean Kostantaras
Department: History
Email: dkostant@uic.edu

Title: Lecturer
College: LAS
Phone: 202-374-5730

About the Course

1. Course Title: Darwin and the Darwinian Revolution
2. Course Description (please provide a very clear summary of the proposed course in one paragraph that can be understood by a general audience which has no background in your particular field.)

This course examines the major principles of Darwin's thought and methodology as well as the social, political and intellectual environment in which he worked. The first part of the course (classes 1-9) focuses on Darwin's theories and their reception among his fellow scientists. Students will read most of *The Origins of Species*, major sections of *The Descent of Man and Selection in Relation to Sex*, and all of Darwin's *Autobiography*. These texts afford an indispensable view of Darwin's thought and the questions he explored over his career. The section concludes with a review of the state of evolutionary biology today and the ongoing debate over 'design'. The second part of the course investigates the widespread nature of the 'Darwinian Revolution.' This term refers to the manner in which the ideas put forward in the *Origins* and *Descent* were inducted into other fields of science, popular culture and even

governance. Reading assignments give particular attention to how evolutionary concepts and analogies informed the many works and debates associated with the concept of ‘Social Darwinism’. The course closes with Edward O. Wilson’s *The Social Conquest of the Earth*, which provides us with an opportunity to consider some recent theoretical perspectives on these questions.

3. Course outline with clear, widely understandable phrases denoting major topics (with sub-headings, if necessary) and distribution of hours (should add up to 45 hours)

Week 1 (3 hours)	Introduction	Review of course requirements; overview of major subject matter.
Week 2 (3 hours)	Darwin’s World	Darwin’s immediate precursors; notions of natural history then in circulation; Darwin’s upbringing and intellectual development.
Week 3 (3 hours)	Natural Selection	Students will read directly from Darwin’s <i>Origins of Species</i> for first-hand introduction to the theory of Natural Selection and his methodology.
Week 4 (3 hours)	Sexual Selection	These class meetings turn to Darwin’s critical additions to his theory and the extension of his ideas to the question of human evolution. Students will read major portions of <i>The Descent of Man and Selection in Relation to Sex</i> .
Week 5 (3 hours)	Immediate Reception	Students will learn about the immediate reception of Darwin’s work; his initial supporters and opponents; the early points of contention and controversy. Readings will include selections from Appelman and Bowler
Week 6 (3 hours)	The Revival of Lamarck	Although evolutionary thought gained ground over time, Lamarck’s version of the process was at first the more widely accepted. Students will study the differences between the two theories and the factors that may have initially favored Lamarck.
Week 7 (3 hours)	The Modern Synthesis	Students will learn about the experiments of Mendel and his successors and their critical role in validating Natural Selection. This combination of Darwinian theory with the latest research into the laws of inheritance resulted in what was called ‘The Modern Synthesis’.

Week 8 (3 hours)	Contemporary Outlooks	This week's readings introduce students to the modern state of evolutionary theory, elements of Darwin's thought that have been retained and/or revised, and questions that currently occupy researchers and related issues.
Week 9 (3 hours)	Darwin vs. Design	We continue our survey of modern evolutionary thought with a review of the contemporary debate between the proponents of Natural Selection and Design. Students will examine the points of contention and competing arguments.
Week 10 (3 hours)	Social Darwinism, part 1	In this part of the course we turn to important questions regarding how evolutionary ideas were put to use in various realms of thought and practice. We begin with an examination of the concept of Social Darwinism. Course assignments in this and the following week will review the origins of this body of thought, its diverse principles, and the manner in which it was implemented.
Week 11 (3 hours)	Social Darwinism, part 2	As indicated above, this week's meetings will continue to explore the diverse manifestations of Social Darwinism and their effects.
Week 12 (3 hours)	Darwin and Freud	Students will examine the important influence that Darwin's ideas exercised on a host of contemporary thinkers, such as Freud, Marx, and Schumpeter. These meetings further demonstrate the widespread nature of the Darwinian revolution.
Week 13 (3 hours)	The Literary Imagination	The class meetings this week will show how the Darwinian Revolution entered also into popular culture with a reading of famous works such as Wells, <i>The Island of Dr. Moreau</i> . These texts provide students with a compelling view of how Darwin's ideas were disseminated to a wider audience; to be sure, it was probably through such works of popular culture that many were first exposed to his theories.
Week 14 (3 hours)	Modern Reflections on Social Evolution	In this week's readings, students will consider how modern researchers continue to speculate on the value of Darwin's ideas as a source of insights for a wide range of social and historical phenomena. Readings will include portions of

Edward O. Wilson's *The Social Conquest of the Earth*.

Week 15 (3 hours) Student Presentations

Each student will be given time to introduce the class to their research and findings.

4. Required Readings

- Appleman, Philip, (ed.). *Darwin. A Norton Critical Edition*. New York: Norton, 2001.
- Behe, Michael J. 'Reply to My Critics: A Response to Reviews of Darwin's Black Box: The Biochemical Challenge to Evolution', *Biology and Philosophy* 16, 5 (2001): 685-709, 2001.
- Bowler, Peter J. *Evolution: The History of an Idea*. Berkeley: University of California Press, 2009.
- Coyne, Jerry. 'The Faith That Dare Not Speak Its Name', *New Republic* (2005): 21-33.
- Darwin, Charles. *Autobiography*. New York: Norton, 1993.
- _____. *The Descent of Man and Selection in Relation to Sex* [in Appleman]
- _____. *The Origin of Species* [in Appleman]
- Hawkins, Mike. *Social Darwinism in European and American Thought, 1860-1945*. Cambridge: Cambridge University Press, 1997.
- Ritvo, Lucille B. *Darwin's Influence on Freud: A Tale of Two Sciences*. New Haven: Yale University Press, 1990.
- Wells, H.G. *The Island of Dr. Moreau*. New York: Dover, 1996.
- Wilson, Edward O. *The Social Conquest of the Earth*. New York: Norton, 2012.

Recommended Readings

- Darwin, Charles. *The Voyage of the Beagle*. New York: Penguin, 1989.
- Grant, Peter R. and Grant, B. Ramsay. *40 Years of Evolution: Darwin's Finches on Daphne Major Island*. Princeton: Princeton University Press, 2014.
- Paul, Diane B. *Controlling Human Heredity: 1865 to the Present*. Atlantic Highlands: Humanities Press, 1995.
- Ruse, Michael. *The Darwinian Revolution*. Chicago: University of Chicago Press, 1999.
- Ruse, Michael and Hull, David, eds. *The Cambridge Companion to the Philosophy of Biology*. Cambridge: Cambridge University Press, 2007.
- Sumner, William Graham. *Social Darwinism*. Englewood Cliffs, NJ: Prentice Hall, 1963.
- Turner, Frank, 'The Victorian Conflict Between Science and Religion: A Professional Dimension', *Isis* 69, pp. 356-376.

5. Please briefly explain how students will be assessed. Please note that each general education course must include at least one of the following components: (1) a laboratory, (2) a substantial paper writing assignment appropriate for the subject matter (a minimum of one 5-7 page paper or two 2-3 page papers, in addition to essay examinations), or (3) assignments that include either problem sets or written data analysis.

Final grades will be comprised of three elements: class participation, weekly writing assignments, and a final term paper.

1. Class Participation. Like other Honors College classes, this course will have a discussion format. A high level of student participation is therefore necessary to ensure a rewarding and interesting

course. The attached schedule indicates the readings that will be covered in each course meeting. Please note that there will occasionally be short group discussion exercises and reading quizzes at the start of each class meeting; these will also count toward the class participation score. Students should therefore take notes as they complete each reading and be prepared to discuss them in class. Class participation will account for 15% of each student's final grade.

2. Weekly writing assignments. Students will be asked to submit a written answer to **one** of several questions posed for each reading. Your answer must be one paragraph in length (approximately 250 words). This exercise is intended to test each student's grasp of the given subject matter and relate it to material previously covered in the class. Students should therefore treat these assignments as formal writing and critical thinking exercises. Note: Emailed answers will not be accepted. Students must submit their work in class to receive credit. Weekly writing assignments will account for 50% of each student's final grade.

3. Final paper. Your final paper will be 10-12 pages long, double-spaced, with a separate bibliography. The paper will represent the student's research on a question related to the formation or reception of Darwin's thought, although students are encouraged to explore topics related to their special areas of interest. Please note that a short paper proposal will be due in the second month of the term, and a paper outline and bibliography will be due in the third month. The final paper will be due on the day scheduled for our final exam. The term paper will account for 35% of each student's final grade.

Paper scores will be determined by the clarity, precision and depth of your analysis and arguments. The final paper is also a test of your research skills and each student will be expected to find and employ a minimum of eight sources in their project. Students will also be given time in the final two course meetings to introduce their paper subjects and findings to the class. Finally, please refer to the student handbook regarding academic honesty and, most of all, plagiarism -- see me if you have any questions about how to use and cite sources.

About the Course's Fit with General Education

The General Education Core includes six categories. Please consult the UIC website on general education (<http://www.uic.edu/ucatalog/GE.shtml>) and indicate one or more core categories in which you believe your course would fit *best*.

- Analyzing the Natural World (No Lab)
- Understanding the Individual and Society
- Understanding the Past
- Understanding the Creative Arts
- Exploring World Cultures
- Understanding U.S. Society

Additional Information

If there is anything else you'd like the Honors College Educational Policy Committee to consider (this may include your curriculum vitae, teaching evaluations, teaching awards you have received, past teaching for the Honors College, and so on), please note it here:

Signature of the Course Proposer

Date

Signature of the Department Chair

Please Print Your Name

Date