

Dr. David Wayne Layman

HUM 127 MWF 12:00 PM – 12:50 PM

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Website (Direct link to site for this course):

<https://www.davidwaynelaymanphd.com/ldquopeace--conflictrdquo.html>**Textbooks****Blainey**, Geoffrey. *The Causes of War*. Third Edition. Free Press, 1988.**Christopher**, Paul. *The Ethics of War & Peace: An Introduction to Legal and Moral Issues*.

Third Edition. Pearson Prentice Hall, 1999.

(optional) **Coker**, Christopher. *Can War be Eliminated?* Polity Press, 2014.**White**, James E. *Contemporary Moral Problems: War, Terrorism, Torture and Assassination*.

4th Edition. Wadsworth, 2012.

Links to or downloadable versions of the readings not found in the textbooks can be found at the instructor’s web site (see above).

Catalog description: A study of central concerns related to war and peace from an ethical perspective. The course will deal with ethical principles regarding war, and consider such issues as human rights, the causes of violence, ecological disorders, population problems and distribution of global resources, from an ethical standpoint.

This course is designed to fulfill the **Constellation — Globalization and Peace & Conflict** of Generation Next General Education. Constellations build upon the skills acquired in the Foundations courses and the base of knowledge and methodologies acquired in the Disciplinary Perspectives courses. Constellations will allow students to apply higher-level thinking and communication skills while increasing the breadth and depth of their education. They will allow students see the connections between what they have learned in different general education courses, as well as help them make connections between the general education curriculum and their major. Courses in this Constellation examine the causes and context of conflict and/or war, and their resolution. The courses consider the practices and complexities of pursuing peace and justice.

Course Requirements and Grade Determination

Grades will be based on three types of assignments: daily “**Class Preparations**,” *five* “**Analyses**” and one **Term Paper**. The Term Paper is an extended Analysis.

Class Preparations

- Before each class period (with the exception of days when Analyses are due), the student is to respond to a question about that day’s readings. These questions are in the “Course Calendar.”
- Each prep is to be **printed**, and should be at least 1/3-page long. Follow the basic formatting requirements under Analyses (1” margins, 12 pt. Times New Romans, double-spaced).
- The prep must have be identified by Name, Date, and “PHL 343”.
- The scale of grading will be 2=satisfactory, 1=unsatisfactory, 0=did not turn in.
- If the student is not in class, then that day’s class preparation will *not* be accepted, **except for absences that are both pre-arranged and excused** (e.g., hospital stay, illness, death in the immediate family—trips or early breaks are *not* excused). The preparations will not be accepted from another student.

Analyses and Term Paper

Throughout the semester (see Course Calendar for dates), the student will write “analyses” of some contemporary “case study” that relates to a major issue of the course, or a important problem in the study of peace and conflict. (E.g., we will discuss North Korea after describing “security dilemmas”.) Each analysis will respond the relevant prompt described in the Course Calendar. They are due the day the case study is discussed in class. *The submission requirements that apply to the Class Preparations also apply here.*

They must be formatted as follows:

1. One inch margins on all sides;
2. **Double-spaced** (not 1-¹/₂ space)
3. Each paragraph must be **indented**;
4. **12-pt. size Times New Roman**
5. Each Analysis must be a minimum of **725 words** (based on the above requirements, that would be approximately **2** pages long).
6. Do not format the paragraphs with fully justified margins.
7. Must have a separate **cover page**, to include the following information:
 - a. Name
 - b. Course Number (“PHL 343”)
 - c. “Analysis # (correct number)
 - d. You *may*, at your discretion include a *title* and/or *date*.
 - e. Place your name (full name if your last name is a common one) and page number in either the header or footer of each page, except for the cover page.
 - f. The student must copy and paste the “Rubric Grid” from the instructor’s web site onto the cover page.
 - g. Do *not* place the essay in a folder or holder—the instructor will staple any unstapled material.
8. A comment about sources: **Wikipedia** is a quick convenient collection of information, especially about contemporary events and situations. However, it is *not* a scholarly source, nor is its objectivity above question. You are *not* permitted to cite or quote Wikipedia. However, you *are* permitted to use Wikipedia to locate *other* sources. In your Analyses or Essays, you must cite the original sources, *not* Wikipedia. As always, you are responsible to evaluate the objectivity and scholarly integrity of your sources.
9. The Term Paper will be an extended Analysis: **minimal length 1500 words** (approximately 4 full pages).

Documentation

- The default form of documentation is **MLA**. However, the student is free to choose his or her preferred version of documentation. If the student is using APA, he or she should note that beneath his or her name: “(APA Documentation)”.
- If the student has no preference, quotations or paraphrases of a source are noted in the following form: “...fake quote here (Christopher, 111).”
- If a single paragraph is paraphrased from a range of pages of some source(s), the student can summarize the sources at the end of the paragraph in the following manner: ...fake quote here (Christopher, 111-114, 120; White, 24).
- There must be a “Works Cited” page, following the form appropriate to in the intext citation. If he/she is using the instructor’s form of bibliography, follow the form exemplified in “Textbooks” in this syllabus.

Both Analyses and the Term Paper will be graded in accordance with a Rubric posted at the instructor’s web site.

Final Grade Determination

- The aggregate of **Class Preparations** will count for **15%** (based on a total of 30 preparations).
- Each **Analysis** is **12%** of the final grade (in aggregate=60%.)
- The Term Paper is **25%** of the final grade.

The final grading scale:

90.0% and above =	4	(Excellent)
85.0% to 89.9% =	3.5	(Very good)
80.0% to 84.9% =	3	(Good)
75.0% to 79.9% =	2.5	(Above Average)
69.5% to 74.9% =	2	(Average)
59.5% to 69.4% =	1	(Below Average)
below 59.5% =	0	(Failure)

Attendance is included in the Class Preparations.

Incompletes will be given only when a student cannot complete the requirements because of a serious medical or family emergency. Those requirements must be completed within 45 days of the formal end of the semester.

Course Calendar

Date Subject Readings

August

28 Introduction and Syllabus

30 Review Syllabus

Twenty-five years ago, Samuel P. Huntington wrote “The Clash of Civilizations.” Read the original essay for today; we will discuss it in detail on 9/4. Link at <http://tinyurl.com/yxcybgvz> ; or alternative version (pdf.) at the professor’s website.

September

4 Huntington, “Clash” (above); “True Clash”.pdf

Class Preparation: Is there (or, will there be) a “clash of civilizations”? Based on what has happened in the past 25 years, especially in the Muslim world and China, has Huntington’s thesis appear to have been confirmed or disconfirmed? If you type “Clash Civilizations” in the YCP Library website, you can find a multitude of responses that might be useful in your thinking, or in class discussion.

6 “Motivational Complex”Azar Gat, Part I (web site); Coker, ch. 1

Class Preparation: Azar Gat proposes an evolutionary explanation for human *fighting*. One of the criticisms of Gat is that he confuses fighting (general violence) and war. (See Johan van der Denen, “Three Works on War,” <http://www.jstor.org/stable/40072928>.) Are violence and war distinct activities? Do Gat’s arguments lead you to believe that *war* can be explained as an evolutionary adaptation to the competition for resources?

- 9 “Motivational Complex”.....Azar Gat, Part II; Coker, ch. 1
(Part II at <http://www.jstor.org/stable/3317188>; login with YCP account.)
Class Preparation: Azar Gat discusses the “proximate causes” of fighting among hunter-gatherers. Give 2 or 3 examples of these causes as they are manifested between modern nation-states. Can we expect that modern human beings, being rational and self-conscious of the existence of these causes, be able to “escape” the “control” of these causes?
- 11 *North Korea’s Security Dilemma—or Ours?*
Analysis #1: Is N. Korea justified in developing nuclear weapons? What should be the response of the U.S.? Is the diplomacy of Pres. Trump helping or hurting?
 - “In North Korea, ‘Surgical Strike’ Could Spin Into ‘Worst Kind of Fighting’” (Proquest)
 - <https://worldview.stratfor.com/weekly/north-korea-problem-without-solution>
 - <https://www.thenation.com/article/this-is-whats-really-behind-north-koreas-nuclear-provocations/>
 - <https://www.theatlantic.com/international/archive/2018/06/trump-kim-korea-success/563012/> [you may need to copy and paste the entire url]
 - “The North Korea Paradox: Why There Are No Good Options on Nuclear Arms” (Proquest)
 - *Full text versions of the following are at the instructor’s website:*
 - “‘No Good Options’ on North Korea is a Myth”
 - “Trump has 6 Options to Neutralize North Korea—but None are Good”
- 13 Religious Responses“Daoist Gov’t” (web site); Coker, pp. 96-100
Class Preparation: Can you imagine a world in which people are naturally good? Is the Daodejing right when it claims that “The more prohibitions there are in the world, / the poorer [i.e., the worse off] are the people”?
- 16 Religious Responses“Readings from the Christian NT.doc” (web site)
Class Preparation: Was Jesus being literal or ironic? Is it possible for Christian and/or humans to be “perfect”? Based on these texts, are Christians required to be pacifists?
- 18 Religious Responses“Readings from the Christian NT.doc”; Christopher, pp. 19-21
Class Preparation: Christopher (p. 21), quotes Anscombe: passages from the Christian NT “do not at all preclude the use of force as a legitimate means for administering justice.” Do you agree? (As in all such questions, the issue is not whether you agree with Christianity, but the intellectual coherence/consistency of Christian beliefs and practices.)
- 20 “The Causes of War”Blainey, esp. pp. 291-295; Coker, ch. 4
Analysis # 2: Blainey’s central thesis is that war occurs “when two nations disagree on their relative strength” (p. 293, # 20). He holds that peace and war are reciprocal activities because “peace is a wasting asset” (peace makes a state feel stronger, and thus more likely to believe that it is once again stronger than its adversary). **Do you agree that it is practically** (literally: “in practice,” whatever the theory) **impossible for the world community to remain at peace?** You might also want to consider the hypothesis of *Coker* that boredom and the need for play-aggression (e.g., in computer games) make war likely to continue to be a part of human culture and society.

- 23 Cicero & AnselmChristopher, chs. 1-2
Class Preparation: Cicero created the first standards for a “just war” (p. 12). Was he genuinely concerned with justice, or merely with “justifying” war? Is there a difference?
- 25 AugustineChristopher, ch. 3; “Augustine City of God reading”
Class Preparation: Augustine justifies Christian involvement in the wider community by saying that both Christians and non-Christians desire peace. Is the word “peace” as applied to what Christians want, and what non-Christians want, the same “thing,” or at least, part of the same “continuum”? Does contributing to the “temporal” (non-Christian) peace also contribute to “eternal” (Christian) peace?
- 27 AugustineChristopher, ch. 3; “City of God reading”
Class Preparation: Christopher, p. 43, “Topics for further Discussion,” #5.
- 30 AquinasChristopher, ch. 4 (through p. 53); “Aquinas on war”
Class Preparation: At the beginning of the reading, Aquinas states three objections against “waging war”. Summarize his answers to those objections (“Reply to Objection 1,...2...3”). Does he convince you? Why or why not.

October

- 2 AquinasChristopher, ch. 4 (through p. 53); “Aquinas on war”
Class Preparation: Are you convinced that Aquinas’ position “rests entirely on secular premises (Christopher, p. 50)?” Is he “smuggling in” Christian assumptions? In short, is this analysis useful in a secular world?
- 4 Vitoria, “Double Effect”Christopher, ch. 4: pp. 53-60
Class Preparation: State in your own words the position of “double effect”. Are you convinced by Vitoria’s formulation of this principle?
- 7 *Catch-up or prep for Analysis #3*
- 9 **Analysis # 3: The Morality of Hiroshima & Nagasaki**
 In 1956, Oxford University awarded Pres. Truman an honorary degree. An Oxford philosopher G. E. M. Anscombe (a devout Catholic who opposed both abortion and contraception), opposed giving the degree because she believed that the use of the atom bomb on Hiroshima and Nagasaki was immoral. Her statement can be read at <http://www.anthoniflood.com/anscombetrumansdegree.htm> . She was not a pacifist (she argues against it in the statement), but argued it is always wrong to deliberately (intentionally) kill innocent people. In her analysis, Hiroshima was *not* a case of “double-effect” since the only way for the bombing to achieve the desired effect (shocking the Japanese into surrender) was to kill innocent people. For a counter-argument, read, “The Least Evil Option (<http://www.thepublicdiscourse.com/2011/12/4422/>). **Using the theory of just war and/or double effect, was the bombing on Hiroshima ethical? Was it a case of “just war”?**
- 11 Vitoria & GrotiusChristopher, ch. 5
Class Preparation: Christopher, pp. 60-1, “Topics for Further Discussion,” #6

Fall Break (October 14)

- 16 Grotius (continued)Christopher, ch. 5
Class Preparation: Christopher, p. 77, “Topics for Further Discussion,” #5.
- 18 “Just War” TheoryChristopher, ch. 6; White, pp. 21–26
Class Preparation: Is there ever a time that a community or people ought to accept death or annihilation rather than defeat? (See further Christopher, p. 99, #6.)
- 21 “Just War” TheoryChristopher, ch. 6; White, ch. 1, “Just War Principles”
Class Preparation: Did the war in Afghanistan satisfy the just war principles?
- 23 Just War and “Jihadism”Virginia Held, “Legitimate Authority in Non-state Groups Using Violence” (YCP Library online)
Class Prep: Apply just war theory to “jihadism”. Do *you* think jihadism meets the criteria of just war? Do you think *jihadis* believe their actions meets such criteria? (Remember the problem of “invincible ignorance”.)
- 25 Kant, “Perpetual Peace”“Perpetual Peace” (web site)
Class Preparation: Identify 3 of “The Preliminary Articles For Perpetual Peace Among States,” (in Section 1) and explain in your own words why Kant thought these principles were essential to “perpetual peace.”
- 28 Kant, “Perpetual Peace”“Perpetual Peace” (web site); Coker, pp. 76-85
Class Preparation: Kant says, under the “First Supplement,” that “The problem of organizing a state, however hard it may seem, can be solved even for a race of devils, if only they are intelligent.” Will evil beings, assuming they are also intelligent (i.e., have rationality) be able to organize a good state?
- 30 International Law: <http://web.nmsu.edu/%7Edscoccia/376web/376lpaust.pdf>
Class Preparation: Is the international recognition of the prohibition of genocide a matter of “natural law” or “positive law”? Here is a good discussion of the legal basis of the Nuremburg Trials: <https://academic.oup.com/jicj/article/4/4/830/802420>

November

- 1 International Lawwatch <https://www.youtube.com/watch?v=hbzBSzkkYZQ> and <https://www.youtube.com/watch?v=xJ8PWt2Pea4>
Analysis #4: Apply the concepts of just war, Kant’s theory of perpetual peace (a self-regulating republic defending its own existence) and the theory of international law to the existence of the state of Israel. **Does Prof. Kontorovich convince you that Israel has a right to its current borders under international law?** (For this question, you only have to watch down to 35:00 of the first video.)
- 4 The United NationsChristopher, ch. 15
Class Preparation: Is “humanitarian intervention” a moral reason to go to war? Is it justifiable from a pragmatic or utilitarian perspective? Should one nation expend its wealth and the lives of its soldiers to prevent or end humanitarian catastrophes?
- 6 The United NationsChristopher, ch. 15
Class Preparation: A popular phrase in the international community is “crimes against humanity.” Do such crimes exist (take place)? Are they against humanity, or a particular group of people? Who decides that such crimes have taken place? Who punishes them?

- 8 The United NationsChristopher, ch. 15
Class Preparation: On p. 251, Christopher says that “Either it [humanitarian intervention] must be obligatory as a collective action or permissible as a unilateral (or regional) one.” Explain how he reaches this conclusion. Do you agree with him??
- 11 Conservative Democracy or *The Virtue of Nationalism*. The UN is founded upon the belief that the ideals of western democracy—freedom and human rights—are universally applicable. A recent proposal by Jewish philosopher Yoram Hazony challenges this assumption. It begins with the claim that the ideal form of government is the nation, with a unique cultural tradition and history. It is anti-imperialist, in that no nation should impose its tradition or culture another. One of the next two essays summarizes his position: <https://americanaffairsjournal.org/2017/05/what-is-conservatism/> ; <https://www.firstthings.com/article/2019/01/conservative-democracy> . An extensive sympathetic critique of his book can be found at <https://mereorthodoxy.com/defense-nationalism-notes-yoram-hazony-critics/> . **React to Hazony’s proposal (look especially at his bulleted lists). In your judgment, which is more likely to bring peace: “conservative nationalism” or “liberal internationalism”?** *Are the ideals of the UN truly universal ideals?*
- 13 Historical Intro. to Pacifism.....R. Woito, “Between the Wars,” *Wilson Quarterly*, XI:1 <http://www.jstor.org.ezproxy.ycp.edu:8000/stable/pdf/40257129.pdf>
Class Preparation: Find and read the definitions of “Pacifism” and “Pacifist” in the Supplement to the *Oxford English Dictionary*. (Search at library.ycp.edu.) Pay special attention to the quotations used to characterize the meaning of the words. Describe 3 or 4 characteristics that appear to be essential to the idea. Describe your initial reaction to this concept of pacifism. Do you like or dislike it? Why?
- 15 Historical Intro. to Pacifism:.....G. Weigel, “A Long March,” <http://www.jstor.org.ezproxy.ycp.edu:8000/stable/pdf/40257130.pdf>
Class Preparation: Was opposition to the Vietnam primarily based on *principle* (consistently held moral beliefs) or *politics* (because the pacifists opposed the side they thought was supporting the war effort)?
- 18 Types of PacifismWhite, ch. 1: Lackey, “Pacifism”
Class Preparation: On pp. 17–19, Lackey describes hypothetical non-pacifist arguments using speed limits and vaccinations. What point is Lackey trying to make with these arguments? Why does he think the anti-war pacifist will reject them? Do you agree with the non-pacifist’s or the pacifist’s interpretation, and why?
- 20 Types of PacifismWhite, ch. 1: Lackey, “Pacifism”
Class Preparation: The Civil War came about as a result of the institution of slavery in the southern states, and the aspiration of those states to extend slavery. The victory of the Union resulted in the end of slavery in the USA. Does this example disprove Lackey’s arguments in favor of pacifism?
- 22 **Analysis #5:** Apply the concepts of just war and pacifism (including the debate about whether pacifism is principled or political) to the past civil war in Syria. **Would it have been “just” to support anti-government rebels?** specific factions within the rebel groups (e.g., the “Kurds,” aka Rojava?); no one? **Can pacifism bring about peace in such a**

situation? Start at one or more of the following links:

<http://www.aljazeera.com/news/2016/05/syria-civil-war-explained-160505084119966.html>

<http://www.bbc.com/news/world-middle-east-26116868>

https://en.wikipedia.org/wiki/Syrian_Civil_War (remember you can’t cite Wikipedia directly in your Analysis)

- 25 Peace and TerrorismWhite, ch. 1: Crawford, “Slippery Slope to Preventive War”
Class Preparation: At footnote 4, Crawford quotes Donald Rumsfeld: “the only way to deal with the terrorist network is to take the battle to them. ... That is in effect self-defense of a preemptive nature.” Do you agree with Rumsfeld that this sort of “self-defense of a preemptive nature” is necessary against terrorism? Is this the same sort of warfare as Crawford’s? Is Crawford arguing against what Rumsfeld is arguing for?

27, 29 Thanksgiving Break

December

- 2 Peace and TerrorismWhite, ch. 1, “The Slippery Slope to Preventive War”
Class Preparation: Identify the “four necessary conditions” that Crawford lists for “legitimate preemption.” Do you agree that these conditions are necessary? Are they sufficient (are they all one needs)? How likely is it that they can be met?
- 4 Peace and TerrorismWhite, ch. 1, “The Terrorist’s Tacit Message”
Class Preparation: Calhoun says, “Terrorists are people who threaten or deploy deadly force for causes of which we do not approve.” Do you agree? What is your interpretation of terrorism? Is it distinct from war, whether “just” or “unjust”?
- 6 Peace and TerrorismWhite, ch. 1, “What is Wrong with Terrorism”
Class Preparation: Nagel thinks there is a “huge difference” between being deliberately killed by a terrorist and being killed as the side effect of an attack on a military target. But in both cases a harmless person is killed. Is there really such a huge difference? What is your view?
- 9 Peace and TerrorismWhite, ch. 1, “What is Wrong with Terrorism”

18 (date of Final Exam) Term Paper Due

(Remember that the Term Paper is simply an extended Analysis.)

Minimal length: 1500 words (approximately 4 full pages).

Apply the concepts of just war and pacifism (including the debate about whether pacifism is principled or political) to the proper western response to jihadism. **How should “the west” (USA, NATO, the European Union) respond to the continued threat of jihadi violence.** Is this a “war”? Should jihadis be treated as our military enemies? Or, are they simply criminals, to be dealt with by the police force and the judicial system. Feel free to incorporate and apply issues and arguments from previous analyses where relevant.

The instructor reserves the right to change this prompt based on the dynamics of the semester or current events.

INSTITUTIONAL POLICIES

Academic Integrity Policy:

York College’s mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own.

When a faculty member believes a student has committed an act of academic dishonesty, the faculty member must promptly notify the student in writing and obtain confirmation of notification from the student. The faculty member then has ten business days from that written notification to the student to report the incident to the Associate Provost of Academic Services and the Department Chair. Documentation related to instances of academic dishonesty will be kept on file in the student’s permanent record. The faculty member has full discretion to determine a suitable penalty for the student, up to a course grade of "0". This discretion is limited to the course in which the dishonesty took place. Students may not withdraw from a course in which they have been accused of academic dishonesty, unless and until the accusation is withdrawn by the faculty member or is overturned by the Student Welfare Committee or the Associate Provost of Academic Services.

Students who believe they have been unjustly charged or sanctioned must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Associate Provost of Academic Services. If an appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In the case of an egregious first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and determine a sanction, which may involve academic probation, suspension or dismissal from the College.

If the Associate Provost of Academic Services determines that the academic dishonesty is the student’s second offense, the Associate Provost will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic probation, suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Associate Provost of Academic Services within 72 hours of receiving notification of the Student Welfare Committee’s sanction.

Writing Communication Standards:

York College recognizes the importance of effective communication in all disciplines and careers. Therefore students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations, and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.

Personal Technology Policy:

While York College recognizes students’ need for educational and emergency related technological devices such as laptops, PDA’s, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The college recognizes and supports faculty members’ authority to regulate in their classrooms student use of all electronic devices.

Disability Support Services (adopted 2015)

York College is dedicated to serving the needs of students regardless of disability by providing equal access to a quality learning experience. York College will not discriminate against any qualified student with a disability in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and its amendments. The College will reasonably accommodate the needs of students with a disability provided such accommodation does not constitute a fundamental alteration of York’s program of education or otherwise constitute an undue burden.

Students requesting academic accommodations should submit disability documentation to the Director Disability Support Services and then meet with the Director to discuss appropriate accommodations and plan a strategy for meeting their academic requirements.

If you are a student with a disability in need of classroom accommodations and have not already registered with Linda Miller, Director of Disability Support Services, please contact her at 815-1785 or lmille18@ycp.edu to discuss policies and procedures related to disability services and to establish the accommodations for which you are eligible.

Cultural Enrichment Events

Students enrolled in course of the English, Humanities, and the Arts Department are expected to attend various cultural enrichment events throughout the academic year. The calendar for Fall 2019 events is posted at (also see link on the instructor’s page for “York College”):

https://www.davidwaynelaymanphd.com/uploads/9/6/0/5/9605300/fall_2019_humanities_events.pdf

Topics, dates, times, and locations are subject to Change. Check ycp.edu/culturalseries for latest information.

To receive credit for attendance, the student is to submit a one page report (the report itself must be at least ½ page long) on each event attended. Each successful report will receive *up to 0.5 points added to the final percentage of the student’s grade*. The instructor reserves the right to reduce the extra credit received for poorly prepared reports. The student can submit up to a total of **three** (3) reports, for a total extra credit of **1.5** point.

This syllabus is subject to revision or change by the instructor.