

**San José State University**  
**Honors Humanities**  
**HUM 1B, World Cultures and Societies**  
**Class 23520, Section 41, Spring 2017**

<b>Instructor:</b>	Andrew F. Wood, Professor
<b>Office location:</b>	HGH 210
<b>Telephone:</b>	408-924-5378
<b>Email:</b>	<a href="mailto:Andrew.Wood@sjsu.edu">Andrew.Wood@sjsu.edu</a>
<b>Homepage:</b>	<a href="http://www.omnitopia.com">http://www.omnitopia.com</a>
<b>Office hours:</b>	T, R: 12:30 p.m. to 2:30 p.m. Sign up via: <a href="https://goo.gl/KUFxax">https://goo.gl/KUFxax</a>
<b>Class days/time:</b>	Tuesday, Thursday: 10:30 a.m. to 11:45 a.m.
<b>Classroom:</b>	Engineering Building 403
<b>Prerequisites:</b>	Department consent required

**Catalog Description**

Prehistory to the seventeenth century. Courses cover political, historical, social-institutional, philosophical, and literary thought and the arts of the ancient and medieval world. GE Area: A2 and D3. Note: Entire four-semester sequence (HUM 1A/1B and 2A/2B) satisfies GE Areas A1, A2, A3 (C- or better required); C1, two C2; D2, D3; and all of American Institutions, US1, US2, US3.

**Course Description**

During this semester we will explore aspects of the continuing diversification of civilization in parts of Asia, Africa and Europe. Interrelationships among the religions of the Book (Judaism, Christianity and Islam) as well as humanistic perspectives are considered from historical, artistic, philosophical and literary perspectives. The rise of new social and political institutions is explained in terms of cultural, economic and other value shifts during the era traditionally called the Middle Ages. The movements of people and their cultural boundaries motivate also the re-thinking of arts and ideas; the Renaissance concludes this semester.

**Course Goals and Student Learning Objectives**

This course will aim to accomplish the following: Each student will have the opportunity to consider some of the significant ideas and other creations of humankind. Students will be able to become familiar with the *milieu* that yielded these important works. Students will be able to recognize the contributions and accomplishments of women and diverse cultural and religious groups in the movement of civilizations. Also, an aesthetic and poetic awareness regarding the many means of communication will be cultivated. Students will be encouraged to express their understanding, experiences and views in not only written discourse but also in by means of public speaking and of course, in group discussions.

Upon successful completion of the humanities sequence, students will be able to:

LO1 Area A1: Oral Communication courses should cultivate an understanding of the social, psychological, political and practical significance of communication, with special emphasis on the roles of public communication in a free society.

LO2 Area A2: Written communication 1A courses should cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university.

LO3 Area A3: Critical thinking courses should help students learn to recognize, analyze, evaluate, and produce reasoning.

LO4 Areas C1-2-3: Arts and Letters courses should give students knowledge and understanding of significant works of the human intellect and imagination. Courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

LO5 Area D2: Courses in this area will enable students to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

LO6 Area D3: Social Issues courses will enable students to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

LO7 Area F1-2-3: Courses in American Institutions (US History, US Constitution, and California Government) should expose students to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which we live.

## **Required Readings**

See lecture handout

## **Classroom Protocol**

*Student Conduct:* It is your responsibility to know what constitutes improper behavior at San José State University. This information can be found in the SJSU university catalog and on this website: <http://www.sjsu.edu/studentconduct/Students/>. Sanctions for improper behavior can include removal from the class.

*Attendance:* In this class, we will frequently discuss issues and concepts that cannot be found in the assigned readings. Therefore, your participation is required. If you miss class, it is your responsibility to get class notes or other necessary information from a colleague. As a means to that end, I recommend getting contact information for at least three classmates.

*Tardiness:* Be seated when class begins. I reserve the right to mandate a personal behavioral contract if you are excessively tardy.

*Make-ups:* Assignments are due at the beginning of the class period noted on the syllabus. Unexcused late assignments may be made up before finals week. However, I deduct 10 percent per 24-hour period after the assignment is due.

*Back-ups:* You are expected use a cloud-based backup system (eg., Dropbox or Google Docs) to limit the risk of document-loss.

*Extra Credit:* Allowing some students a chance to earn additional points is unfair to those who work within the range of assignment values, requirements, and opportunities available in this class. Accordingly I do not offer extra credit.

*Intellectual property:* Course material that I have developed for this class cannot be shared publicly without my approval. You may not publicly share or upload my materials (including lecture notes) without my consent.

*Mobile devices:* Cell phones, computers, and other tools are permitted in my classroom if they are used responsibly. Read my full policy: <http://www.sjsu.edu/faculty/wooda/mobile-device-policy.html>

*Written Work:* Excepting the Personal Profile Sheet and exams, all work submitted for this class will be typed. You are expected to employ double-spacing, one-inch margins, and 12 point Times New Roman font.

*FAQ:* Read the Frequently Asked Questions page at: <http://www.sjsu.edu/faculty/wooda/faq.html>

## **University Policies**

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/>

## **Peer Mentor**

Peer Mentors excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Your Peer Mentor is **Fatema Elbakoury**:  
[fatema.elbakoury@sjsu.edu](mailto:fatema.elbakoury@sjsu.edu) • Office Hours: Mondays, Tuesdays, and Thursdays, 3 to 4 p.m.  
Location: SSC 600

## **Assignments and Grading Policy**

**Critical Thinking Argument** (25 points - meets LO 2, 3, and 4): Select and analyze one brief excerpt from one of our Augustine readings. In one to two pages (typed, double-spaced, standard margins, Times New Roman, 12 point font – the same for all assignments in this class), answer the following question: To what degree is this statement persuasive (and why)? Support your well-reasoned analysis with at least two arguments – and ensure that at least one of your proofs specifically reflect on Augustine’s broader cultural context. Additional instruction:

- Download and attach gradesheet to final draft:  
<http://www.sjsu.edu/faculty/wooda/gradesheet.pdf>

**Experiencing Art Essay** (25 points - meets LO 2, 3, and 4): Analyze a painting, piece of sculpture, or performance that you encounter in person [Share your topic with me early in the semester]. In one to two pages, develop an essay whose body points accomplish the following goals in turn: (1) Describe the artwork in terms of content, aesthetics, and experience, and (2) Use that artwork as a lens to affirm or critique an idea found in one of our course readings. Support your well-reasoned analysis with at least two quotations from that reading. Additional instructions:

- Download and attach gradesheet to final draft:  
<http://www.sjsu.edu/faculty/wooda/gradesheet.pdf>
- Provide a ticket stub, a photograph, or some other souvenir from your artwork encounter.

**Research Essay** (50 points - meets LO 2, 3, and 4): Demonstrate your understanding of one central historical figure, event, or idea addressed in this class. In two to three pages, accomplish the following goals in turn: (1) Provide an objective overview of your topic, explaining it to a non-specialist reader, and (2) Identify two or more extent, specific contemporary perspectives (scholarly arguments, popular attitudes, etc.) on your topic. For this section, you might use a phrase like, “Reviewing the literature, I find two categories. Some folks say [fill in the blank] while other folks say [fill in the blank].” Additional instructions:

- Your introduction should inspire reader interest and your conclusion should relate to your introduction in an insightful way.
- Include at least four sources from books or scholarly articles. No newspapers, magazines, or web-only resources are permitted for this assignment. And attach a photocopy of one pertinent page from each source to your essay submission.
- Download and attach gradesheet to final draft:  
<http://www.sjsu.edu/faculty/wooda/gradesheet.pdf>

**Examinations** (Midterm, Final Exam-Essay, and Final Exam-Short Answer – 50, 100, and 100 points – 250 points total - meets all LOs): Each exam invites you to synthesize the knowledge gained throughout the course, typically in the form of short- and long-form responses to questions posed by the faculty team.

**Exegetical Speech** (100 points – meets LO1, 2, 3, and 4): Deliver a five to seven-minute speech designed to explain a text we are reading this semester. Select one specific element of that text that may be unclear to your audience (eg., “poetic/literary devices in Sir Gawain and the Green Knight”). Organize your speech around three main points, each supported by vivid and compelling evidence. Deliver your speech in a calm, confident, and professional manner. Formal citations are not required. Submit a full-sentence outline with your speech. The Exegetical Speech must be attempted in order to pass the class.

**Participation (Including Engagements)** (50 points - meets all CLOs): Relate disparate ideas, integrate meaningful references to course readings, and help keep the conversation going. Along with these elements, you are expected to take advantage of outside engagement opportunities facilitated by our peer mentor. These engagement opportunities are typically study sessions and workshops. As part of this process, you shall meet with the Peer Mentor at least once this semester. [Worth 20% of Participation Grade]

Near the end of the semester, you will submit a half-page assessment of your participation, along with a proposed numeric score (out of 50) for this classroom component. As required, and in consultation with you, I may opt to revise that score.

## **Determining Your Final Grade**

Your grade will be assessed on a 500-point scale:

Critical Thinking Argument (due February 23)	<input type="text"/> out of	25 points	(5%)
Midterm Exam (scheduled March 16)	<input type="text"/> out of	50 points	(10%)
Research Essay (due April 6)	<input type="text"/> out of	50 points	(10%)
Exegetical Speech (schedule TBD)	<input type="text"/> out of	100 points	(20%)
Experiencing Art Essay (due May 4)	<input type="text"/> out of	25 points	(5%)
Participation Self-Assessment (due May 16)	<input type="text"/> out of	50 points	(10%)
Final Exam – Seminar Room (scheduled May 22)	<input type="text"/> out of	100 points	(20%)
Final Exam – Lecture Hall (scheduled May 23)	<input type="text"/> out of	100 points	(20%)
Total	<input type="text"/> out of	500 points	(100%)

A+ = 485+ points	A = 465-484 points	A- = 450-464 points
B+ = 435-449 points	B = 415-434 points	B- = 400-414 points
C+ = 385-399 points	C = 365-384 points	C- = 350-364 points
D+ = 335-349 points	D = 315-334 points	D- = 300-314 points
F = 299 and fewer points		

## **HUM 1B - *Tentative Class Schedule***

<b>Dates</b>	<b>Assignments</b>	<b>Notes</b>
January 26		We will discuss general course concepts and activities.
January 31 / Feb 2		We will discuss Critical Thinking Assignment.
February 7 and 9		We will discuss Exegetical Speech Assignment.
February 14 and 16		We will discuss speech organization.
February 21 and 23	Critical Thinking Assignment (Thursday)	We will discuss eye contact and vocal technique.
February 28 / Mar 2	No class	Professor Wood is lecturing in Mexico. You are encouraged to meet with another seminar.
March 7 and 9		We will discuss platform movement.
March 14 and 16	Midterm Exam (Thursday)	We will select days for Exegetical Speeches.
March 21 and 23		We will discuss Research Essay and Experiencing Arts Essay.
March 28 and 30	No class	Spring Break
April 4 and 6	Research Essay (Thursday)	
April 11 and 13	Exegetical Speeches	
April 18 and 20	Exegetical Speeches	
April 25 and 27	Exegetical Speeches	
May 2 and 4	Experiencing Art Essay (Thursday)	
May 9 and 11		
May 16	Participation Self-Assessment (Tuesday)	
May 22	Final Exam – Seminar Class (Monday)	9:45 a.m. to 12:00 p.m. (Bring exam booklets)
May 23	Final Exam – Lecture Hall (Tuesday)	7:15 a.m. to 9:30 a.m. (Set your alarm)