

# San José State University

## Humanities 2B Honors, Modern Era

### Class Number 22684, Section 31, Spring 2018

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<b>Instructor Homepage:</b>	<a href="http://www.professorwood.com">http://www.professorwood.com</a>
<b>Course Website:</b>	<a href="http://www.sjsu.edu/faculty/wooda/2B-HUM/">http://www.sjsu.edu/faculty/wooda/2B-HUM/</a>
<b>Class days/time:</b>	Tuesday, Thursday: 10:30 a.m. to 11:45 a.m.
<b>Classroom:</b>	ENG 232
<b>Office hours:</b>	Tuesday, Thursday: 12:30 p.m. to 1:30 p.m. (Sign up via Google Calendar <a href="https://goo.gl/FMdtsh">https://goo.gl/FMdtsh</a> - and ensure that your calendar settings reflect the correct time zone) <i>For all visits, be prepared to show your reading/classroom notes.</i>
<b>Prerequisites:</b>	Permission of Humanities Honors Coordinator

### Catalog Description

Humanities 2B offers an integrated, interdisciplinary introduction to ideas, events and arts of Western and world culture that have influenced people and led to the creation of modernism and contemporary globalism. We look at the development of Western culture from a variety of perspectives. Our aim is to develop an understanding of the significant values, institutions and attitudes that have contributed to producing the complex global culture we share today. During 2B, we consider responses to imperialism and nationalism; the rise of the United States, and eventually, California; creative transformations in art, literature and music; and the devastations of global wars.

### Course Goals

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.

## **GE Learning Objectives:**

Students who successfully complete the four-semester sequence of Humanities Honors will find that they have satisfied the following objectives:

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 C1-2-2 (9 units): 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 US1-US2-US3: 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 Texts and Readings**

See lecture syllabus

In all cases, you are expected to complete the reading prior to class and to bring print or electronic versions of material to augment our daily discussions with pertinent quotations.

## **Other equipment requirements**

You will need a Scantron Form (882-E) for the California Institutions and Politics Examination.

You are *strongly encouraged* to use a cloud-based backup system such as Dropbox to limit the risk of document-loss.

## **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 and Resources**

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

## **Assignments (completion of each is mediatory to pass the course)**

### **Critical Thinking Essay (LO2, LO3, and LO5)**

Select and analyze one *brief* excerpt from one of our Marx 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 Marx’s broader cultural context. Additional instruction:

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

### **Demonstration Speech Presentation (LO1 and LO3)**

Present a 5-7 minute in-class extemporaneous speech in which you integrate a visual aid (poster, Prezi, brief video) to explain a concept that is directly related to one of our semester readings. To illustrate, you might produce a Prezi presentation to analyze the symbols and imagery found in a piece of surrealist art. In your speech, you will include oral citations from at least two separate course readings (from this semester only). This speech will demonstrate mastery of public speaking fundamentals, including an introduction that inspires audience interest, a specific thesis statement and forecast of three body points, transitions that provide a logical connection between those points, a specific review of your points, and a thought-provoking conclusion. Be prepared for questions. Additional instruction:

- On your speech day, you will submit a full-sentence alphanumerically ordered outline (worth 10% of speech grade) that follows rule-of-division, rule-of-subordination, and rule-of-parallelism.

### **Persuasive Letter (LO1, LO2, LO3, and LO4)**

Produce an original and compelling refutation of an idea raised by one of the primary authors on this semester's reading list in the form of a personal letter. In four to five pages, including an introduction and conclusion paragraph, construct a series of well-developed claims, each advancing from its predecessor, designed to convince the implied reader (your chosen author) that s/he should reconsider an important point about which s/he has written. Keep in mind that *tone* is especially important in this assignment. Your prose should indicate some degree of understanding and appreciation for the author's point of view. You are not trying to attack your interlocutor; you seek to *persuade* your author. To the degree possible, work from within her/his framework, even as you propose potentially radical transformation. Remember also that your credibility depends on more than clever argumentation. Deploy your chosen author's own words and directly cite her/his contemporaries and/or persons that s/he respects to build identification and bolster your claims – citing secondary research is generally not helpful in this assignment. Your goal is to express the depth to which you have *lived* in the historical, cultural, intellectual, and personal perspective of a person whose ideas demand careful consideration. Additional instructions:

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

### **Experiencing Art Essay (LO2, LO3, and LO4)**

Analyze a painting, piece of sculpture, or performance that you encounter in person. 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.

### **Participation Self Assessment (LO1, LO2, LO3, LO4, LO5, LO6, and LO7)**

Participation means that you can connect seemingly disparate ideas, integrate meaningful references to course readings, and contribute to classroom activities in a productive manner. 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.

### **Course Examinations (LO1, LO2, LO3, LO4, LO5, LO6, and LO7)**

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.

### **California Institutions and Politics Examination (LO7)**

This required exam fulfills a history component of your General Education learning. You are allowed to take the CA government exam two times if necessary. Failure to fulfill this requirement means that you will be required to take a suitable course to meet the GE requirement.

## Course Assessment

Activity	Due Date	Point Value
Critical Thinking Essay	Feb 13	___ out of 50 points (10%)
Dem Speech w/outline	Feb 20 through March 22	___ out of 100 points (20%)
Midterm Exam	Mar 13	___ out of 50 points (10%)
Persuasion Letter	Apr 3	___ out of 50 points (10%)
California Institutions Exam	April 24	___ out of 50 points (10%)
Experiencing Art Essay	May 1	___ out of 50 points (10%)
Participation Self Assessment	May 8	___ out of 50 points (10%)
Final Exam (Lecture)	May 16	___ out of 50 points (10%)
Final Exam (Seminar)	May 22	___ out of 50 points (10%)
Total		___ 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		

<b>Seminar-Specific Calendar (subject to change)</b>		
<b>Dates</b>	<b>Assignments</b>	<b>Notes</b>
Jan 25		Tue: We will discuss course concepts and activities.
Jan 30 Feb 1		Tue: We will discuss speech outlines, topics, and dates. Come to class with a proposed topic.
Feb 6 Feb 8		We will discuss visual aids.
Feb 13 Feb 15	Critical Thinking Essay due Tuesday	Tue: We will discuss speech organization and delivery.
Feb 20 Feb 22	Speech Day 1 Speech Day 2	
Feb 27 Mar 1		Meet in other seminars; Professor Wood is lecturing for Global Faculty Program (Tecnológico de Monterrey)
Mar 6 Mar 8	Speech Day 3 Speech Day 4	
Mar 13 Mar 15	<b>Midterm on Tuesday</b>	
Mar 20 Mar 22	Speech Day 5 Speech Day 6	
Mar 27 Mar 29		Spring Break
Apr 3 Apr 5	Submit Persuasion Letter on Tuesday	
Apr 10 Apr 12		
Apr 17 Apr 19		
Apr 24 Apr 26	California Institutions Exam on Tuesday	Bring Scantron Form 882-E.
May 1 May 3	Submit Experiencing Art Essay on Tuesday	
May 8 May 10	Submit Participation Assessment on Tuesday	
May 16	Final Exam I	7:15 a.m. to 9:30 a.m. in lecture classroom.
May 22	Final Exam II	9:45 a.m. to 12 p.m. in seminar room.