San José State University
Humanities Department

-- SEMINAR SYLLABUS DRAFT--
Humanities 177A, ADVANCED HONORS IN INTEGRATED SCIENCE, SOCIAL SCIENCE AND HUMANITIES, Fall, 2014

Contact Information

Instructor: James Lindahl, David Mesher, Lawrence Quill, Cynthia Rostankowski, Janet Stemwedel, Bradley Stone (There will be three instructors for this team-taught course; each will have his/her own seminar syllabus. The lecture syllabus for the course will include all lecture information, as indicated below.)

Office Location: Clark Hall 441

Telephone: (408) 924-4508

Email: Cynthia.Rostankowski@sjsu.edu

Office Hours: Tuesdays and Thursdays 3:00 to 5:00 p.m., Wednesdays 12:00 to 3:00, and by appointment.

Class Days/Time:
Lecture: Tuesdays and Thursdays 10:30 -11:45
Seminar: Tuesdays and Thursdays 12:00-1:15

Classroom:
Lecture: Washington Square Hall 207
Seminar: Dudley Moorhead Hall 208

Prerequisites:
Successful completion of WST with an Objective score of 60 or above and essay score of 8 or above; cumulative college GPA of 3.0 or above. 100W is a prerequisite, or co-requisite for the course.

SJSU Studies Category:
Over the two semesters of the course, the Studies Honors Program satisfies areas: R (Earth and Environment), S (Self, Society, & Equality in the US), and V (Culture, Civilization & Global Understanding)

Faculty Web Page and MYSJSU Messaging

Copies of the course syllabus and major assignment sheets may be found on my faculty web page at http://www.sjsu.edu/people/cynthia.rostankowski/courses/StudiesHonors/ accessible through the quick links/faculty web page links on the SJSU home page after the first week of classes. You
are also responsible for regularly checking with the messaging system through MySJSU. This will be used for updates, etc. I encourage you to check your MySJSU site at least once a week.

**Course Description**

*SJSU Studies Honors* is an integrated course that cultivates scientific study of the physical universe and its life forms, studies individuals and groups with respect to their diversity, equality, and the inequalities of institutions and practices of the USA, and develops appreciation for human cultures and their diverse development globally over time. The upper division honors program, *SJSU Studies Honors*, aims to accomplish several goals: 1. satisfaction of SJSU Studies requirements (areas R, S, V) in a two-semester, lecture/seminar course sequence, 2. cultivation of a learning community among students and the three-member faculty teaching team, 3. integration of learning by disciplines and methodologies, 4. incorporation of the guidance and services of the SJSU Career Center to prepare students optimally, and 5. effective retention and graduation of both native and transfer upper division students.

**Course Goals and Learning Objectives**

**SJSU Studies Learning Outcomes (SLO)**

Area R - SLO1: Demonstrate an understanding of the methods and limits of scientific investigation; distinguish science from pseudo-science; and apply a scientific approach to answer questions about the earth and environment.

Area R - SLO2: Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.

Area R - SLO3: Encourage students to act, listen and speak with open minds; to value individual experiences and perspectives; to develop skills to work together in a cooperative manner on behalf of the common good; and to appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society.

Area R - SLO4: Issues of diversity shall be incorporated in an appropriate manner.

Area R - SLO5: Apply a scientific approach to answer questions about earth and the environment.

Area S - SLO1: Understand the issues of diversity, equality, and structured inequality across U.S. cultures and institutions via perspectives from the social sciences, humanities and the arts.

Area S - SLO2: Students must satisfactorily complete a set of in-class/out-of class writing assignments. Students will also be able to articulate their own cultural values and practice engaging in civil discourse.

Area S - SLO3: Analyze issues of culture, diversity, equality, and structured inequality in the U.S. context. In addition, students are able to take this knowledge and recognize, appreciate and facilitate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
Area S - SLO4: From a macro perspective, students are able to examine and describe ethical issues related to historical, social, political and economic processes that produce diversity, equality, and structured inequalities in the U.S. On a more personal level, students examine the ethical limits of interacting with culturally different persons.

Area S - SLO5: Satisfactory completion of writing assignments and assignments that require library research and oral communication skills.

Area S - SLO6: Describe historical, social, political, and economic processes that produce diversity, equality, and structured inequalities in the U.S.; describe social actions which have led to greater equality and social justice in the U.S.; and recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Area S - SLO7: Examine how different identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and or age) are shaped by cultural and societal influences within contexts of equality and inequality; and articulate and share their own cultural values with one another.

Area S - SLO8: Gain a deeper understanding of cultural identity, diversity, equality and structured inequality in the U.S.; and reflect upon, analyze, and address the complex issues of diversity and inequality in society.

* * *

Area V - SLO1: Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time.

Area V - SLO2: Completion of writing requirement and demonstration of oral communication skills.

Area V - SLO3: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

Area V - SLO4: Demonstrate their ability to articulate and discuss their values and engage in civil discourse.

Area V - SLO5: Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. Assignments must utilize library research.

Area V - SLO6: Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time.

Area V - SLO7: Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time. An increased understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

Area V – SLO8: Understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.
Required Texts/Readings

Your *SJSU Studies Honors Reader* is required for this course, and is available exclusively online at my faculty website: [http://www.sjsu.edu/people/cynthia.rostankowski/courses/1??A2013/](http://www.sjsu.edu/people/cynthia.rostankowski/courses/1??A2013/)

*(please note, Reader is not yet available)*

You will be asked to have reading assignments from this source available to you for class discussion during seminar sessions. Please make sure you do so either by printing the relevant material for the day, or having your electronic copy available in class. Class participation will be negatively affected when students do not bring assigned readings to class.

Textbooks

Please note, students will read selections from many of the works listed below. In some cases, several books are listed, but readings from only one may be chosen. The aim is to provide a set of rich and varied possibilities from which the teaching team may choose.

George J. Annas and M. A. Grodin (eds.), *The Nazi Doctors and the Nuremberg Code*

H. Arendt, *Lying in Politics*

C. Baudelaire, *The Flowers of Evil*

Z. Bauman and Lyon, *D. Liquid Surveillance*

E. Bernays, *Propaganda*

S. Bok, *Lying*

M. R. Calo, *The Drone as Privacy Catalyst*

Aimé Césaire, “Mississipi”

*Robert Chambers, Vestiges of the Natural History of Creation*

Charles Darwin, *On the Origin of Species*

Adrian Desmond and James Moore, *Darwin: The Life of a Tormented Evolutionist*

John Dewey, *The Public and its Problems*

Dingxin Zhao, *The Power of Tiananmen: State-Society Relations and the 1989 Beijing Student Movement*

Martin Duberman, *Stonewall*

W.E.B. DuBois, *The Souls of Black Folks*

Esi Edugyan, *Half Blood Blues*

Ralph Ellison, *Living with Music: The Jazz Writings*

D. Ellsberg, *Secrets*

Buchi Emecheta, *The Joys of Motherhood*

Frantz Fanon, *The Wretched of the Earth*

Sigmund Freud, *Civilization and Its Discontents*

Betty Friedan, *The Feminine Mystique*

Milton Friedman, *Capitalism and Freedom*

Peter Galison, *Einstein's Clocks, Poincare's Maps*

M. K. Gandhi, *Hind Swaraj*

Tejaswini Ganti, *Bollywood: A Guidebook to Popular Hindi Cinema*

Peter Godfrey-Smith, *Theory and Reality*

Alice Gorman and Beth O’Leary, *A Fearsome Heritage: Diverse Legacies of the Cold War*


Paul Griffiths, *A Guide to Electronic Music*

Vaclav Havel, “A Call for Sacrifice: The Co-Responsibility of the West”


Langston Hughes, *First Book of Jazz*

A. Huxley, *Brave New World*
T. Huxley and Matthew Arnold, *The Debate over Literature and Science*
Mara Hvistendahl, *Unnatural Selection: Choosing Boys Over Girls, and the Consequences of a World Full of Men*
James H. Jones, *Bad Blood: The Tuskegee Syphilis Experiment*
LeRoi Jones, *Blues People: The Negro Experience in White America, and the Music That Developed From It*
Maynard Keynes, *The General Theory of Employment, Interest and Money*
Martin Luther King, Jr., “Letter from Birmingham Jail”
Stephen Kent, *Ultimate History of Video Games*
Philip Kitcher, *Abusing Science: The Case Against Creationism*
Thomas S. Kuhn, *Structure of Scientific Revolutions*
Keith J. Laidler, *To Light Such A Candle*, Oxford University Press
Timothy Lenoir, *The Strategy of Life: Teleology and Mechanics in Nineteenth-Century German Biology*
Sinclair Lewis, *Babbitt*
W. Lippmann, *The Phantom Public*
Wynton Marsalis, *Moving to Higher Ground: How Jazz Can Change Your Life*
Chris Mooney, *Storm World: Hurricanes, Politics, and the Battle Over Global Warming*
G. E. Moore, *Principia Ethica*, on the Naturalistic Fallacy
Toni Morrison, *Jazz*
Friedrich Nietzsche, *The Gay Science* and *Twilight of the Idols*
Michael Ondatjee, *Coming through Slaughter*
G. Orwell, *1984*
Marvin Perry, M. Berg and J. Krukones, *Sources in European History Since 1900*
Karl Popper, “The Problem of Induction”
T. Pynchon, *The Crying of Lot 49*
L. Quill, *Civil Disobedience – (Un)common Sense in Mass Democracies*
John Rawls, *A Theory of Justice*
Dagobert D. Runes (ed.), *Twentieth Century Philosophy: Living Schools of Thought*
Bertrand Russell, *The Problems of Philosophy*
Gene Santoro, *Stir It Up: Musical Mixes from Roots to Jazz*
Sapir-Worph Hypothesis
J. P. Sartre, *Existentialism is a Humanism*
Katherine Sharpe, *Coming of Age on Zoloft*
Léopold Sédar Senghor, “Black Woman,” “To New York”
Rebecca Skloot, *The Immortal Life of Henrietta Lacks*
Tolstoy, “How Much Land Does a Man Need?”
M. Walzer, *Political Action and the Problem of Dirty Hands*
Booker T. Washington, *Up from Slavery*
James D. Watson, *The Double Helix*
Ludwig Wittgenstein, *Philosophical Investigations*
Malcolm X and Alex Haley, *Autobiography of Malcolm X*

**Library Liaison**

The Humanities Librarian is [Peggy Cabrera](mailto:peggy.cabrera@uni.edu). Please feel free to contact her and make an appointment for advice and assistance as you research your essay. Her email address is...
Classroom Protocol

Each person is of intrinsic worth and is thus worthy of respect in all interactions; please keep this awareness at the forefront of your considerations as you enter and exit your lecture and seminar classrooms, and as you comport yourself in those classes (and in all of your other classes as well). Treat guests with respect and courtesy. Respectful behavior includes silence when others are speaking, entering the room quietly and inconspicuously, leaving the room during session only as a matter of greatest urgency, being attentive to the class in progress, raising your hand if you wish to be acknowledged, and refraining from all other interactions (personal and electronic) while class is going on. This specifically includes refraining from cell phone use in any way during class, and engaging in the use of your computer only for note-taking and referencing electronic readings assignments. Please note that University policy recognizes any unauthorized use of a cell phone or other technological device during an examination as grounds for failing the examination.

Course Requirements, Grading Policy, and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in . at http://www.sjsu.edu/senate/docs/S12-3.pdf.

This course requires a significant amount of reading. Students are asked to read each scheduled assignment prior to coming to class. This means that the readings listed by date on the reading assignment schedule are to be read before the day those readings are listed. This also means that students are to strive to understand the readings as well, not merely go through the motions of poring over pages. Since the readings are often challenging, they should also be a source of questions to keep in mind while listening to lecture, and to ask about during seminar. Expect to spend approximately four to six hours per week in doing only the readings for this course. It is not possible to work effectively in this course if one were to rely on the lectures and class discussions alone. A variety of writing assignments will be assigned for this course, and they will differ among instructors, but all instructors will assign topics that meet the writing requirements for the various core areas. Please see the chart in this section for additional information about the specific kinds of written assignments you will be asked to accomplish. Students will also be asked to complete a lecture mid term examination, and final examinations for both the lecture component of the class as well as the seminar component. In SJSU Studies Honors, one speech during the first semester will be required. The speech during the seminar will be a persuasive speech, four to five minutes in length, related to topics of the semester, and requiring research. Examples might include advocating the acceptance of a new mode of governance in a developing nation, or advocating new occupations and opportunities for women. A complete full sentence outline of at least two pages is required, as well as a bibliography of sources. In preparation for their speeches, students will be provided with evaluation guidelines to help prepare and assess work. Explanations of the speech requirements are described in the SJSU Studies Honors 1??A Reader, as well as in seminar discussions.

Written Assignments
Your written assignments for this course are listed in the table below. Some are indicated as “required,” that is, they must be completed and turned in to your instructor in order for it to be possible for you pass the course (although completing them is, of course, no guarantee of passing). Other assignments are indicated as both “required and rewritable” and are both required and may be re-written so you may have the opportunity to improve your work. You will be required to present a speech, and you must turn in an outline for your speech on the day of your presentation. Although completing journal assignments is not required, it will be difficult to succeed well in class without accomplishing them, since they are based upon the scheduled readings, and their cumulative worth becomes significant in determining your end-of-semester grade. Failure to complete and turn in a journal in a timely manner will be recorded as an “F” for that work. Due dates for journals will be listed in the journal assignment handout.

Please note that the professor may change any of the following information for the benefit of the class, should the need arise. Any change will be announced in class, and via MySJSU, if necessary.

Table 1 Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech (outline about 2 pages) required</td>
<td>day of</td>
<td>5%</td>
</tr>
<tr>
<td>Mid-term examination (in seminar) required</td>
<td>15 Oct.</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam (Lecture) required</td>
<td>12 Dec.</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam (Seminar) required</td>
<td>11 Dec.</td>
<td>10%</td>
</tr>
<tr>
<td>Reasoning in the Social Sciences Essay (4 pages) required and rewritable</td>
<td>26 Sept.</td>
<td>10%</td>
</tr>
<tr>
<td>Research in Sciences Essay Project Topic (1-2 pages) required and rewritable</td>
<td>10 Oct.</td>
<td>5%</td>
</tr>
<tr>
<td>Research in Sciences Essay Project: Annotated Bibliography (1-2 pages)</td>
<td>24 Oct.</td>
<td>5%</td>
</tr>
<tr>
<td>Research in Science Essay Project: The Essay (4-5 pages) required and rewritable</td>
<td>11 Nov.</td>
<td>10%</td>
</tr>
<tr>
<td>Experiencing Art and Culture essay (3 pages) required and rewritable</td>
<td>26 Nov.</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Journals, quizzes, etc. (ten in all, 1.5% of grade each)</td>
<td>day of</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>

Please note, this course must be passed with a C or better as a CSU graduation requirement to complete each SJSU Studies Honors semester successfully. If a course grade of less than C is earned, the student must repeat the course. Note that University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

All coursework will be evaluated in terms of letter grades A+ through F, with the values of the letter grades as follows:

Table 2 Grade Values

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
</tbody>
</table>
University Policies

Dropping, Adding, Grade Forgiveness and Incompletes

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s catalog policies section at http://info.sjsu.edu/static/catalog/policies.html for University policies information. Specific add/drop deadlines can be found under current academic calendar at http://blogs.sjsu.edu/mysjsu/2011/08/17/fall-2011-registration-and-deadlines. Additional Registrar’s calendar information for this semester can be found at this link http://www.sjsu.edu/registrar/calendar/2114/index.htm. Late drop policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Grade forgiveness policy is available at http://info.sjsu.edu/web-dbgen/narr/static/soc-spring/forgiveness.html. Information about the latest changes is available at the Advising Hub, http://www.sjsu.edu/advising.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the permission of the course instructor to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you wish to record a class presentation, or specific material from the course, please discuss the specific request with your instructor, and your request will be specifically approved or denied at that time. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without specific and explicit instructor consent.

Academic integrity

The University’s Academic Integrity Policy S07-2 is available at the following website: http://www.sjsu.edu/senate/docs/S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving
proper credit), and use of unauthorized electronic technology during examinations will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 http://www.sjsu.edu/ senate/S07-2.htm requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Student Services Building on the corner of 9th and San Fernando Street), at the 1st floor entrance of Clark Hall, and
in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
HUM 1??A, SJSU Studies Honors, Fall Semester, 2014
Course Schedule

Electronic Devices Policy – Required – Please read
To help foster the best possible learning environment for yourself and those around you, please avoid doing anything in class that might distract the attention of others. Mobile technology can be especially disruptive. During lectures, portable electronic devices may be used only for class-related purposes such as taking notes; otherwise, they must be turned off. During seminars, portable electronic devices may only be used in accordance with your seminar instructor's guidelines. During examinations, portable electronic devices may never be used (except under supervision at the Disability Resource Center).
http://www.sjsu.edu/senate/docs/S07-2.pdf

Table: Seminar Sections

<table>
<thead>
<tr>
<th>Professor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Mesher (tentative)</td>
<td>Clark Hall 216</td>
</tr>
<tr>
<td>Professor Quill (tentative)</td>
<td>Clark Hall 306</td>
</tr>
<tr>
<td>Professor Stone (tentative)</td>
<td>Dudley Moorhead Hall 149B</td>
</tr>
</tbody>
</table>

What is listed below is a working schedule of projected lectures for SJSU Studies Honors, 1??A. Indications (by initials) of who would give which lectures is hypothetical, as are dates, but the entire arrangement of this part of the syllabus suggests our current working plans.

Course Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LQ</td>
<td>22 August.</td>
<td>Introduction to SJSU Studies Honors; explanation of the course, introductions of faculty. Our narrative plan for the course: Nature and Society – Who are we, and how do we make sense of our world? What do we endorse within our community, other communities? What is shared? n.b. Reading assignments for each lecture will be listed at the bottom of each cell.</td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 3. DM | 29 August  | Nietzsche: The demise of Metaphysics and the Re-valuation of Values: “God is dead,” and the critique of morality.  
Readings:  
Nietzsche, “The Madman” and “Critique of Morality” |
| 4. DM | 3 September | The Natural world in Literature and Art: the shift from Romanticism and Transcendentalism (i.e. American Romanticism) to Realism and Naturalism  
Readings:  
| 5. LQ | 5 September | The Sources of the Unhappy Self: The ‘scientific’ discovery of modern notions of selfhood – the impact of the First World War on ideas of ‘progress’ – the unconscious – reason and irrationality – why we all speak ‘Freud’ now.  
Reading:  
Freud, *Civilization and its Discontents* |
| 6. BS | 10 September | How to understand artworks one has never encountered before: New Ideas of Creativity – Music doesn’t have to be pleasing, Art doesn’t have to be beautiful.  
Music: Classical music in the modern era: atonality, radical harmony, and the birth of electronic music  
Art: Van Gogh, Japanese prints, African masks, Australian Aboriginal art, Indonesian Gamelan music  
Readings:  
| 7. LQ | 12 September | Education and Society: Shifting sense of place of the USA in the world;  
Readings:  
DuBois, *Souls of Black Folks* (selections); Washington, *Up from Slavery* (selections); Huxley and Arnold, *The Debate over Literature and Science* (selections) |
| 8. DM | 17 September | World War I: Technology changes the way people make war, but the ways of the military change slowly; colonialism coming home to roost.  
Readings:  
Perry, Berg & Krukones; *Sources in European History Since 1900* (selections) |
| 9. JL | 19 September | The Roaring 20’s and the rise of Consumer Culture  
Readings:  
*Time Magazine*, vol.1 (1923) (a facsimile); S. Lewis *Babbitt*; Perry, Berg & Krukones; *Sources in European History Since 1900* (selections) |
| 10. BS | 24 September | The light bulb goes on: electricity, quantum theory and the startling changes they caused.  
Readings:  
Laidler, *To Light Such A Candle* (selections); Gribbin, Chapter 11 “Let there be Light;” Piel, Chapter 3 “Light and Matter;” Galison, *Einstein’s Clocks, Poincare’s Maps* (selections) |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. BS</td>
<td>3 October.</td>
<td>The Rise of analytic philosophy: Bertrand Russell, G.E. Moore and the Naturalistic Fallacy; Wittgenstein and new models of language and Linguistics; the Sapir-Worph hypothesis and linguistic relativity. Readings: Russell, The Problems of Philosophy (selections); Moore, Principia Ethica on the Naturalistic Fallacy; Wittgenstein, Philosophical Investigations (selections); The Sapir-Worph Hypothesis (selections)</td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>17.</td>
<td>17 October.</td>
<td>Choice is not an Algorithm: “To be or not to be?” Why making choices is what makes us human – How freedom survives in dark times – Why existentialism won and lost – Whither the humanist self? Readings: Sartre, <em>Existentialism is a Humanism</em></td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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</tbody>
</table>
| 23: DM | 7 November | Science Big and Small: The Race to the Moon and the War on Cancer: Sputnik, manned space flight, the race to the moon and American self-image within international science and geopolitics. The war on cancer and the use of HeLa cells in culture to try to win it.  
Readings:  
| 24: LQ | 12 November | The Rise of Human Welfare and the New Social Contract as a Political Goal: the Welfare State in the Western World; the Women’s Movement, communism, social re-construction: what should a society provide for its people? What does a thriving society owe other societies?  
Readings:  
Rawls, *A Theory of Justice* (Selections); Friedan, *The Feminine Mystique* (selections); Emecheta, *The Joys of Motherhood* (1st half) |
Readings:  
Emecheta, *The Joys of Motherhood*, (2nd half); Fanon, “Concerning Violence” and “Conclusion”  
Film: *The Battle of Algiers* |
| 26: DM | 19 November | What is Art? Quantum Theory as Popular Culture: *The Crying of Lot 49*; PONG: the video game is born; Bollywood and the rise of World Cinema; Earth, Pop, and Site Art, Happenings  
Readings:  
Readings:  
| 28: DM | 26 November | New Science or Science Conundrums? The potential for new technologies: if we can make it, should we use it? GMOs, climate theories: political storms and actual storms; new reproductive technologies and the future of the family, and the role of ethics when no one knows you’re there (Ring of Gyges for the 21st century)  
Readings:  
Mooney, *Storm World*, Chapters 7 through 11; Hvistendahl, Part One, “Everyone Has Boys Now” |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28 November.</td>
<td><strong>Thanksgiving – no classes.</strong></td>
</tr>
</tbody>
</table>
| 29: LQ | 3 December. | iSPY – Big Brother or Brave New World? Surveillance – The rise and rise of 'risk society' – drones, micro-drones, nano-drones, and cyborgs – biometric security.  
Readings:  
| 30: DM | 5 December. | Freedom: Tanzania and Ujamaa, Tienanmen Square, Rwanda and Syria: Global Justice  How do we change the world?  
Readings:  
|       | 11 December. | **Wednesday, December 11, 9:45-12:00**  
In Seminar Room. Bring green exam books!                                                                                                               |
|       | 12 December. | **Thursday, December 12, 7:15-9:30,** in Lecture Room, WSQ 207. Set your alarms!                                                                          |
San José State University
Humanities Department

-- LECTURE and SEMINAR SYLLABUS DRAFT--
Humanities 177B, ADVANCED HONORS IN INTEGRATED
SCIENCE, SOCIAL SCIENCE AND HUMANITIES,
Spring 2015

Contact Information
Instructor: James Lindahl, David Mesher, Lawrence Quill, Cynthia
Rostankowski, Janet Stemwedel, Bradley Stone (There will be
three instructors for this team-taught course; each will have
his/her own seminar syllabus. The lecture syllabus for the
course will include all lecture information, as indicated below.)
Office Location: Clark Hall 441
Telephone: (408) 924-4508
Email: Cynthia.Rostankowski@sjsu.edu
Office Hours: Tuesdays and Thursdays 3:00 to 5:00 p.m., Wednesdays 12:00
to 3:00, and by appointment.
Class Days/Time: Lecture and Seminar: Tuesdays and Thursdays 10:30 -11:45
Classroom: Lecture: Washington Square Hall 207
Seminar: Dudley Moorhead Hall 208
Prerequisites: Successful completion of WST with an Objective score of 60 or
above and essay score of 8 or above; cumulative college GPA of
3.0 or above. 100W is a prerequisite, or co-requisite for the
course.
SJSU Studies Category: Over the two semesters of the course, the Studies Honors
Program satisfies areas: R (Earth and Environment), S (Self,
Society, & Equality in the US), and V (Culture, Civilization &
Global Understanding)

Faculty Web Page and MYSJSU Messaging
Copies of the course syllabus and major assignment sheets may be found on my faculty web page
at http://www.sjsu.edu/people/cynthia.rostankowski/courses/StudiesHonors/ accessible through
the quick links/faculty web page links on the SJSU home page after the first week of classes. You are also responsible for regularly checking with the messaging system through MySJSU. This will be used for updates, etc. I encourage you to check your MySJSU site at least once a week.

Course Description

*SJSU Studies Honors* is an integrated course that cultivates scientific study of the physical universe and its life forms, studies individuals and groups with respect to their diversity, equality, and the inequalities of institutions and practices of the USA, and develops appreciation for human cultures and their diverse development globally over time. The upper division honors program, *SJSU Studies Honors*, aims to accomplish several goals: 1. satisfaction of SJSU Studies requirements (areas R, S, V) in a two-semester, lecture/seminar course sequence, 2. cultivation of a learning community among students and the three-member faculty teaching team, 3. integration of learning by disciplines and methodologies, 4. incorporation of the guidance and services of the SJSU Career Center to prepare students optimally, and 5. effective retention and graduation of both native and transfer upper division students.

Course Goals and Learning Objectives

*SJSU Studies Learning Outcomes (SLO)*

**Area R - SLO1:** Demonstrate an understanding of the methods and limits of scientific investigation; distinguish science from pseudo-science; and apply a scientific approach to answer questions about the earth and environment.

**Area R - SLO2:** Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness and coherence in writing.

**Area R - SLO3:** Encourage students to act, listen and speak with open minds; to value individual experiences and perspectives; to develop skills to work together in a cooperative manner on behalf of the common good; and to appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society.

**Area R - SLO4:** Issues of diversity shall be incorporated in an appropriate manner.

**Area R - SLO5:** Apply a scientific approach to answer questions about earth and the environment.

**Area S - SLO1:** Understand the issues of diversity, equality, and structured inequality across U.S. cultures and institutions via perspectives from the social sciences, humanities and the arts.

**Area S - SLO2:** Students must satisfactorily complete a set of in-class/out-of class writing assignments. Students will also be able to articulate their own cultural values and practice engaging in civil discourse.

**Area S - SLO3:** Analyze issues of culture, diversity, equality, and structured inequality in the U.S. context. In addition, students are able to take this knowledge and recognize, appreciate and
facilitate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Area S - SLO4: From a macro perspective, students are able to examine and describe ethical issues related to historical, social, political and economic processes that produce diversity, equality, and structured inequalities in the U.S. On a more personal level, students examine the ethical limits of interacting with culturally different persons.

Area S - SLO5: Satisfactory completion of writing assignments and assignments that require library research and oral communication skills.

Area S - SLO6: Describe historical, social, political, and economic processes that produce diversity, equality, and structured inequalities in the U.S.; describe social actions which have led to greater equality and social justice in the U.S.; and recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Area S - SLO7: Examine how different identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and or age) are shaped by cultural and societal influences within contexts of equality and inequality; and articulate and share their own cultural values with one another.

Area S - SLO8: Gain a deeper understanding of cultural identity, diversity, equality and structured inequality in the U.S.; and reflect upon, analyze, and address the complex issues of diversity and inequality in society.

* * *

Area V - SLO1: Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time.

Area V - SLO2: Completion of writing requirement and demonstration of oral communication skills.

Area V - SLO3: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

Area V - SLO4: Demonstrate their ability to articulate and discuss their values and engage in civil discourse.

Area V - SLO5: Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. Assignments must utilize library research.

Area V - SLO6: Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time.

Area V - SLO7: Appreciate human expression in cultures outside the U.S. and understand how that expression has developed over time. An increased understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

Area V – SLO8: Understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.
Required Texts/Readings

Your SJSU Studies Honors Reader is required for this course, and is available exclusively online at my faculty website: [http://www.sjsu.edu/people/cynthia.rostankowski/courses/1??A2013/](http://www.sjsu.edu/people/cynthia.rostankowski/courses/1??A2013/) (please note, Reader is not yet available)

You will be asked to have reading assignments from this source available to you for class discussion during seminar sessions. Please make sure you do so either by printing the relevant material for the day, or having your electronic copy available in class. Class participation will be negatively affected when students do not bring assigned readings to class.

Textbooks

Please note, students will read selections from many the works listed below. In some cases, several books are listed, but readings from only one may be chosen. The aim is to provide a set of rich and varied possibilities from which the teaching team may choose.

- Joseph S. Alper et al. (eds.), *The Double-Edged Helix: Social Implications of Genetics in a Diverse Society*.
- Misha Angrist, *Here Is a Human Being: At the Dawn of Personal Genomics*
- Kwame Anthony Appiah, *Cosmopolitanism: Ethics in a World of Strangers*
- Hannah Arendt, *World Alienation*
- J. Assange, *State/Terrorist Conspiracies*
- W. Benjamin, “The Work of Art in an Age of Mechanical Reproduction”
- Albert Borgmann, *Technology and the Character of Contemporary Life*
- Rachel Carson, *Silent Spring*
- Gwynne Dyer, *Climate Wars*
- Francis Fukuyama,. *Our Posthuman Future* (selections)
Edmund Gosse, *Father and Son*
R. Hofstadter, *The Paranoid Style in American Politics* (selections)
Philip Kitcher, *Science, Truth, and Democracy*
Seth Mnookin, *The Panic Virus*
Nicoli Nattrass, *The AIDS Conspiracy: Science Fights Back*
Chad Orzel, *How to Teach Quantum Physics To Your Dog*, (Oneworld Publications, 2010)
Neil Postman, *Technopoly: the Surrender of Culture to Technology*
J. Savulescu and Bostrom, N. *Human Enhancement* (selections).
Gary Snyder, *Turtle Island*
Sherry Turkle, *Alone, Together*

**Library Liaison**

The Humanities Librarian is Peggy Cabrera. Please feel free to contact her and make an appointment for advice and assistance as you research your essay. Her email address is peggy.cabrera@sjsu.edu. She is also available by appointment in the King Library, at 408-808-2034. Additional information about humanities research is available at: http://libguides.sjsu.edu/humanities.

**Classroom Protocol**

Each person is of intrinsic worth and is thus worthy of respect in all interactions; please keep this awareness at the forefront of your considerations as you enter and exit your lecture and seminar classrooms, and as you comport yourself in those classes (and in all of your other classes as well). Treat guests with respect and courtesy. Respectful behavior includes silence when others are speaking, entering the room quietly and inconspicuously, leaving the room during session only as a matter of greatest urgency, being attentive to the class in progress, raising your hand if you wish to be acknowledged, and refraining from all other interactions (personal and electronic) while class is going on. This specifically includes refraining from cell phone use in any way during class, and engaging in the use of your computer only for note-taking and referencing electronic readings assignments. Please note that University policy recognizes any unauthorized use of a
cell phone or other technological device during an examination as grounds for failing the examination.

**Course Requirements, Grading Policy, and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in at http://www.sjsu.edu/senate/docs/S12-3.pdf.

This course requires a significant amount of reading. Students are asked to read each scheduled assignment prior to coming to class. This means that the readings listed by date on the reading assignment schedule are to be read before the day those readings are listed. This also means that students are to strive to understand the readings as well, not merely go through the motions of poring over pages. Since the readings are often challenging, they should also be a source of questions to keep in mind while listening to lecture, and to ask about during seminar. Expect to spend approximately four to six hours per week in doing only the readings for this course. It is not possible to work effectively in this course if one were to rely on the lectures and class discussions alone. A variety of writing assignments will be assigned for this course, and they will differ among instructors, but all instructors will assign topics that meet the writing requirements for the various core areas. Please see the chart in this section for additional information about the specific kinds of written assignments you will be asked to accomplish. Students will also be asked to complete a lecture mid term examination, and final examinations for both the lecture component of the class as well as the seminar component. In SJSU Studies Honors, one speech during the first semester will be required. The speech during the seminar will be a persuasive speech, four to five minutes in length, related to topics of the semester, and requiring research. Examples might include advocating the acceptance of a new mode of governance in a developing nation, or advocating new occupations and opportunities for women. A complete full sentence outline of at least two pages is required, as well as a bibliography of sources. In preparation for their speeches, students will be provided with evaluation guidelines to help prepare and assess work. Explanations of the speech requirements are described in the SJSU Studies Honors 1??A Reader, as well as in seminar discussions.

**Written Assignments**

Your written assignments for this course are listed in the table below. Some are indicated as “required,” that is, they must be completed and turned in to your instructor in order for it to be possible for you pass the course (although completing them is, of course, no guarantee of passing). Other assignments are indicated as both “required and rewritable” and are both required and may be re-written so you may have the opportunity to improve your work. You will be required to present a speech, and you must turn in an outline for your speech on the day of your presentation. Although completing journal assignments is not required, it will be difficult to succeed well in class without accomplishing them, since they are based upon the scheduled readings, and their cumulative worth becomes significant in determining your end-of-semester grade. Failure to complete and turn in a journal in a timely manner will be recorded as an “F” for that work. Due dates for journals will be listed in the journal assignment handout.

Please note that the professor may change any of the following information for the benefit of the class, should the need arise. Any change will be announced in class, and via MySJSU, if necessary.
Table 1 Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiencing Art and Sciences essay (3 pages) required and rewritable</td>
<td>15 Feb.</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term examination (in seminar) required</td>
<td>15 Mar.</td>
<td>15%</td>
</tr>
<tr>
<td>Final Examination required</td>
<td>12 May</td>
<td>15%</td>
</tr>
<tr>
<td>Research in Sciences Essay Project Topic (1-2 pages) required and rewritable</td>
<td>10 Mar.</td>
<td>5%</td>
</tr>
<tr>
<td>Research in Sciences Essay Project: Annotated Bibliography (1-2 pages)</td>
<td>24 Mar.</td>
<td>5%</td>
</tr>
<tr>
<td>Research in Science Essay Project: The Essay (10-15 pages)</td>
<td>26 Apr.</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Journals, quizzes, etc. (ten in all, 1.5% of grade each)</td>
<td>day of</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation – (includes three meetings with the Career Center for evaluation and planning)</td>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>

NEED TO INCLUDE CAREER CENTER INFO!

Please note, this course must be passed with a C or better as a CSU graduation requirement to complete each SJSU Studies Honors semester successfully. If a course grade of less than C is earned, the student must repeat the course. Note that University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

All coursework will be evaluated in terms of letter grades A+ through F, with the values of the letter grades as follows:

Table 2 Grade Values

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F+</td>
<td>0.3</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

University Policies

Dropping, Adding, Grade Forgiveness and Incompletes

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s catalog policies section at http://info.sjsu.edu/static/catalog/policies.html for University policies information. Specific
Consent for Recording of Class and Public Sharing of Instructor Material

**University Policy S12-7**, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the permission of the course instructor to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you wish to record a class presentation, or specific material from the course, please discuss the specific request with your instructor, and your request will be specifically approved or denied at that time. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without specific and explicit instructor consent.

**Academic integrity**

The University’s Academic Integrity Policy S07-2 is available at the following website: http://www.sjsu.edu/senate/docs/S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit), and use of unauthorized electronic technology during examinations will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 http://www.sjsu.edu/senate/S07-2.htm requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Student Services Building on the corner of 9th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
Electronic Devices Policy – Required – Please read

To help foster the best possible learning environment for yourself and those around you, please avoid doing anything in class that might distract the attention of others. Mobile technology can be especially disruptive. During lectures, portable electronic devices may be used only for class-related purposes such as taking notes; otherwise, they must be turned off. During seminars, portable electronic devices may only be used in accordance with your seminar instructor's guidelines. During examinations, portable electronic devices may never be used (except under supervision at the Disability Resource Center).

http://www.sjsu.edu/senate/docs/S07-2.pdf

Table: Seminar Sections

<table>
<thead>
<tr>
<th>Professor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Mesher (tentative)</td>
<td>Clark Hall 216</td>
</tr>
<tr>
<td>Professor Quill (tentative)</td>
<td>Clark Hall 306</td>
</tr>
<tr>
<td>Professor Stone (tentative)</td>
<td>Dudley Moorhead Hall 149B</td>
</tr>
</tbody>
</table>

What is listed below is a working schedule of projected lectures for SJSU Studies Honors, 1??B. Indications (by initials) of who would give which lectures is hypothetical, as are dates, but the entire arrangement of this part of the syllabus suggests our current working plans.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture</td>
<td>Introduction to SJSU Studies Honors, second semester n.b. Reading assignments for each lecture will be listed at the bottom of each cell.</td>
</tr>
<tr>
<td>2</td>
<td>DM Lecture</td>
<td>How Mother Nature became “the environment”: artistic, social and scientific attitudes and repercussions.</td>
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<td>27 January</td>
<td>Readings: Carson, Silent Spring (selections); Dyer, Climate Wars (selections); Gosse, Father and Son (selections); Snyder, Turtle Island (selections)</td>
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<tr>
<td>Lecture</td>
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<td>3 BS</td>
<td>3 February</td>
<td>Embracing Science, Rejecting Science. What are the factors that lead people to trust scientific claims and/or scientists? What are the factors that lead people to reject scientific claims and/or scientists? What are the risks when non-scientists are unable to evaluate the credibility of scientific claims or scientists? Particular examples will include attitudes towards vaccines in the US and in the developing world, climate science denialism in the US, AIDS denialism in South Africa, and attitudes towards genetically modified organisms in the US and in the developing world. Readings: Mnookin, <em>The Panic Virus</em> (selections); Nattrass, <em>Conspiracy</em>: Chapter 2 “AIDS origin conspiracy theories in the United States and South Africa,” Chapter 5, “Science, Conspiracy Theory, and the South African AIDS policy tragedy.” Oreskes, &quot;Science and public policy: what’s proof got to do with it?,” Noah Zerbe, &quot;Feeding the famine? American food aid and the GMO debate in Southern Africa,&quot;</td>
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<td>6 LQ</td>
<td>24 February</td>
<td><strong>Conspiracy Culture</strong>; the origins of conspiracy thinking – the Internet as Conspiracy Catalyst – Conspiracy Theory as the antidote to Hypocrisy - The Bible, JFK, the CIA and UFOs –Democracy and the Military Industrial Complex; too much information but without sound judgment; e.g. moon landing as “hoax”</td>
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<td>7 DM</td>
<td>3 March</td>
<td>Homo Faber – The new self in the age of Hi-technology; does technology make you who you are?</td>
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<td>8 Lecture</td>
<td>10 March</td>
<td>Who am I? Who are you? Who are we? How does science shape how we understand ourselves (as individuals and as communities)? How do the ways we understand ourselves shape the direction of science and the ways we use its products? How do we assert our individuality or make common cause with others? What sorts of “otherness” present special challenges to our solidarity?</td>
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| 9       | 17 March   | Re-thinking the arts; what counts as art in the age of technology?   | Readings  
Kleiner, F. *Gardner’s Art through the Ages*, 14th ed.  
W. Benjamin, “The Work of Art in an Age of Mechanical Reproduction”                                                                                                                                        |
| 10      | 24 March   | Spring Recess – no classes                                           |                                                                                                                                                                                                       |
| 11      | 31 March   | Cesar Chavez Day – no classes                                        |                                                                                                                                                                                                       |
| 12 JS   | 7 April    | To whom do we have duties in a world of cyberspace?                  | Readings:  
| 13      | 14 April   | World Architecture: Iceland, Dubai                                   | Readings:  
Readings by and about the following architects: Zaha Hadid, Ieoh Ming Pei (addition to the Louvre), Frank Gehry, Guenter Behnish, Renzo Piano & Richard Rogers (Pompidou Ctr), Norman Foster |
| 14 LQ   | 21 April   | Cybersecurity in the age of Facebook: Who knows who we are, and why do we let them? | Readings:  
| 15      | 28 April   | The new reading: Reading About instead of Reading; Critical Thinking in the Age of Technology | Readings:  
Neil Postman, *Technopoly: the Surrender of Culture to Technology*, selections |
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<th>Lecture</th>
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<th>Readings</th>
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<tr>
<td>DM</td>
<td>12 May</td>
<td>It is all about you – the students.</td>
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<td>Final Exam</td>
<td>17 May</td>
<td>9:45 a.m. in Seminar</td>
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