

San José State University
Humanities Department
HUM 177B, ADVANCED HONORS IN INTEGRATED SCIENCE, SOCIAL
SCIENCE AND HUMANITIES, Spring, 20186r

Course and Contact Information

Instructors: Cynthia Rostankowski, Ph.D. James Lindahl, Ph.D.

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Thursdays 12:00-1:00 pm,
Wednesdays 11:00-3:00 pm,
and by appointment

Mondays & Wednesdays 9:00-10:00 am,
Tuesdays & Thursdays 1:30-2:30 pm,
Fridays 8:30-9:15 am & by appointment.

Lecture: Tuesdays 4:30-5:45 pm

Seminar: Thursdays 4:30-5:45 pm

Lecture: Boccardo Business Center (BBC) 004

Seminar: BBC 222

Seminar: DMH 208

Prerequisites:

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

GE/SJSU Studies Category:

Over the two semesters of the course, the Advanced 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 the faculty web page at <http://www.sjsu.edu/people/cynthia.rostankowski/courses/> as well as on the professors' Canvas learning management system sites (<http://sjsu.instructure.com>). You are responsible for regularly checking with the messaging system through Canvas and MySJSU to learn of any updates. Be sure to check your Canvas and MySJSU sites at least once a week.

Course Description

Advanced Honors in Science, Social Science and the Humanities, HUM 177A/B is an integrated course sequence 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. *Advanced 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 two-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 upper division students.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

The readings for HUM 177A/B begin with theories of evolution that offer explanations of the origin of human and other species. This material will offer a broad framework for introducing multiple hypotheses to explain species development and change. We may claim that science is a set of standardized methods created to test hypotheses, which can lead to the formulation of theories. What makes hypotheses testable, attention to precision, and care in data gathering will all be explained as foundational to the pursuit of science. In contradistinction to this process, students will also be introduced to the ways in which the promotion of extraordinary claims, beliefs, anecdotes, ideas, etc. - but not within the framework of scientific testing, which fundamentally includes the collection of evidence that is (at least potentially) reproducible - can yield what has come to be called pseudo-science.

AREA R – EARTH AND ENVIRONMENT

Area R – SLO 1: Demonstrate an understanding of the methods and limits of scientific investigation. We begin by offering a standard explanation of science, viz., science requires building knowledge from observations, that is, according to induction, gathering objective, reliable data, and arriving at a conclusion based upon the supporting data. During the first semester, students will undertake an experiment to create CO₂ in a bottle from easily accessible substances (vinegar and baking soda) investigate the properties of CO₂. Since CO₂ is identified as a “greenhouse” gas, students will be asked to read scholarly sources addressing the role of CO₂ in current issues involving climate. Students will learn to carry out the steps required for the experiment with attention to detail and specificity. Most importantly, the aim is to cultivate observation skills in students, not come up with expected results. Objectivity and accuracy of data gathering and measurement will be the focus of this assignment. While results tend to be the exciting end of scientific research, the aim throughout the experimental process is the acquisition of relevant information as a useful part of a pool of data.

Area R – SLO 2: Distinguish science from pseudo-science. Students will be guided to distinguish science from pseudoscience by coming to recognize that necessary conditions of scientific investigation include: collection of evidence that is (a) observable and (b) reproducible, and (c) that formulations of hypotheses that are falsifiable. Students will confront the issue of pseudoscience at several points during the first semester: in connection to Social Darwinism, Karl Popper’s critique of induction, and Nazi theories about race, to name a few. To assess their understanding, students will be asked to carry out an assignment in which they must peruse popular literature purportedly describing scientific discoveries, and evaluate the science described in terms of the established criteria of scientific investigation (Research in the Sciences essay assignment).

Area R – SLO 3: Apply a scientific approach to answer questions about the earth and environment. Students will be guided to recognize what constitutes a well-formed scientific explanation. Because of the activities involved with their own scientific experimentation in the environment, they will be able to adapt and apply methodologies from one learning context to new situations to explore issues with insight, and originality. At

least two of the essay assignments (Reasoning in the Social Sciences, and Research in Sciences) will require students to apply their studies to specific topics using what has been learned in one context to others. Midterm and final examinations specifically will include questions that require the application of scientific method and inductive reasoning to specific course content.

Because the United States has found itself obliged to transform in order to respond to the developments in science, technology and politics internally as well as globally, students will be able to identify and connect the ways that fields of study and actions undertaken in one social, scholarly, or political context generate new challenges as well as opportunities for specific groups as well as for the population as a whole.

AREA S – SELF, SOCIETY & EQUALITY IN THE U.S.

AREA S – SLO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality. Many topics throughout the course address such issues as education and social opportunity, military obligation and social integration, and different economic systems, both in the U.S. and abroad. A particular focus of the course will be on the implementation of various philosophical and political beliefs in very different social contexts – for example, theories of liberation through non-violence and violence as part of anti-colonialism, the civil rights movement in the U.S. and elsewhere, the fall of the Soviet Bloc in Eastern Europe, the Arab Spring, and so on. Elements of this issue will be confronted specifically as a part of final exam questions addressing the relevant readings associated with the topics listed.

AREA S – SLO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Students will be asked to respond to topics, such as “the Politics of Disobedience” and “Revolutions of Resistance,” which require reflection on and analysis of the complexity of American culture, as well as American political undertakings that have led to social re-structuring in the U.S. such as military incursions in other countries which generate disruptive and unequal outcomes in U.S. society. Such issues will provide the topics for class speeches, specifically, but will also be addressed in essays and on exams.

AREA S – SLO 3: Describe social actions that have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). Throughout the two-semester sequence, the aim is consistently to offer paths to understanding communities that comprise American culture, and their improving access to opportunity. Examples include the role of education in society as addressed in the writings of W. E. B. Du Bois and Booker T. Washington, and later the civil rights movement as understood by many communities. The pursuit of wealth, or of cultural capital as discussed in the varying views of capitalism and its alternatives, specifically by F. Von Hayek and J. M. Keynes, is a means of reflecting on the opportunities within a democratic framework with multiple interpretations of freedom. To assess students’ understanding of these value-approaches to social construction, the Reasoning in the Social Sciences essay will require analysis of the valuations explored for the assignment, and comparisons of the value-criteria used.

Area S SLO 4:

Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. Throughout the course, students are required to recognize the differences among social, political and economic interactions. Examination questions acknowledging traits and aspirations shared across time and cultural contexts for human improvement will be assessed. Because cultural, racial and ethnic groups within the U.S. have come together from outside of the U.S., the influences of global awareness and concerns

about social justice are brought together from many sources. In the second semester (Hum 177B), students will be asked to pursue the study of such interactions in a research essay dealing with various groups in American society.

Expectations for the educated person are realized in Area V specifically as the recognition and acknowledgement of interrelationships of all aspects of human endeavor. How political decisions yield artistic manifestations, how science may be politicized by social expectations, and how art can provoke revolution all instantiate the connections of knowledge by relating insights from multiple fields of study and activity. The global perspective is about original insights into the complexities of the human condition. In their readings and other artistic explorations, students recognize the influences of all on all across human cultures.

AREA V – CULTURE, CIVILIZATION AND GLOBAL UNDERSTANDING

Area V – SLO 1: 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. This SLO can be most readily assessed through exam questions focusing on cultural, political, and technological developments in the 19th and 20th centuries, beginning with differences between German, French, and British values, before moving to differences between industrialized and developing nations. Possible topics might include: free will and determinism, which finds expression in such diverse subjects as Romanticism and Realism, Darwin, Nietzsche, Marxism and historicism, modernism, and postmodernism.

SLO 2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. The final third of 177A follows the trajectory of civil, political, and human rights from the demise of colonialism to more contemporary expressions and events, including the war in Southeast Asia, the dismantling of the Soviet Union, protests in Tienanmen Square, uprisings of the Arab Spring, and (possibly) unrest in the Ukraine. Having read and discussed theorists of the efficacy of non-violence and violence, including Gandhi and Frantz Fanon, students will be asked to write a research essay at the beginning of the second semester (in 177B) that will consider the implementation, cultural support, and political success of one of those two basic approaches abroad, how such foreign struggles may have influenced domestic American movements, and how this has come to be expressed in literature and the arts.

SLO 3: explain how a culture outside the U.S. has changed in response to internal and external pressures. This SLO will be assessed on the Art and Culture essay assignment, which will deal with the two novels read near the end of the semester, Buchi Emecheta's *Joys of Motherhood* (set in Nigeria) and Neil Gaiman's *Neverwhere* (set in the UK). Students will be asked to research and analyze the changes in Nigerian society, and especially the role of women, in the movement from colonialism to independence, as well as examining the allegorical descriptions of individual lives among the unacknowledged and unrecognized members of urban communities addressing homelessness, societal status, human exploitation and the problems and challenges of contemporary social developments. In HUM 177B, students will read *The Circle* (set in a future Silicon Valley) by Dave Eggers, to explore a fictional future pointing out the pitfalls of technology and a thriving culture, along with visual arts and architecture that embody the possibilities of creativity and technology.

HUM 177A/B Integrated Learning Objectives (CLO)

Interwoven throughout the HUM 177A/B course sequence are opportunities for integrated learning. Integrated learning fosters the capacity to make connections in non-traditional and creative ways. Experiences that bring together real-world problems with multiple modes of knowledge and investigation, and that generate a variety of solutions because of the involvement of multiple perspectives exemplify integrated learning. Because the

SJSU Studies areas R, S and V were intended to provide breadth in General Education, HUM 177A/B maximizes the opportunity to find connections and synthesize what is learned into understanding beyond the classroom, and beyond one's college years. **By developing habits of connecting theory and practice, mastery and application, and observation and recognition, students will be able to demonstrate their abilities to:**

1. Understand the connections from academic learning to experiences outside the classroom,
2. Connect content or methodologies from two or more fields of study by relevantly relating examples, facts, theories or values,
3. Adapt, test, and apply skills, abilities, theories or methodologies gained in one context to solve problems, derive insights and explore issues with originality and inclusivity in other contexts, and
4. Communicate their integrated understanding in multiple ways with innovative connections to various life circumstances and different domains of knowledge.

Because students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department, the HUM 177A/B course sequence in effect accomplishes the same end by means of the many levels of connection and integration it offers. Completion of, or co-registration in, a 100W course also is required during the time of the 177A/B course sequence. A grade of "C" in 177A and in 177B is required to receive credit for SJSU Studies areas R, S, and V.

Required Texts/Readings

Besides the required texts, listed below, many of the readings for this course will come in the form of PDF files for each lecture (available on your Canvas learning management system course website at <http://sjsu.instructure.com>) and online materials (the links for which are given on the course schedule for each lecture). You will be asked to have such reading assignments 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

HUM 177B Reader, available on professors' Canvas sites.

E. Brynjolfsson and A. McAfee (2011) *Race Against the Machine – How The Digital Revolution Is Accelerating Innovation, Driving Productivity, and Irreversibly Transforming Employment and the Economy* (Lexington, MA: Digital Frontier Press) ISBN 978-0984725113

Dave Eggers (2013) *The Circle* (NY: Random House) ISBN 978-0345807298

Adam Phillips & B. Taylor (2009) *On Kindness* (NY: Farrar, Straus & Giroux) ISBN 978-0141039336

N. Postman (1993) *Technopoly* (NY: Vintage) ISBN 0-679-74540-8 or as pdf:

<https://mafhom.files.wordpress.com/2013/06/technopoly-neil-postman.pdf>

Fred Kleiner (2016) *Gardner's Art through the Ages*, 15th Edition, Backpack, Book E (Boston: Cengage) ISBN 978-1285838021

Michael Sandel. *Justice: What's the Right Thing to Do?*, Farrar, Strauss and Giroux, 978-0-374-18065-2

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>

Course Requirements, Grading Policy, Examinations 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 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 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 between instructors, but both 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 one final examination for the course. In SJSU Studies Honors there is no speech requirement for the second semester, HUM 177B.

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.

Please note that the instructor 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 for HUM 177B

Assignments	Due Date	Value
Mid-term examination (in seminar) required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)	22 March	15%
Final examination (in seminar) required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)	17 May	15%
Research in Sciences Essay Project: TOPIC (1-2 pages) required and rewritable (Area R SLO 1, Area S SLO 1)	8 February	5%
Research in Sciences Essay Project: THESIS (1 page) Required and re-writable (Area R SLO 1, Area S SLO 1, Area V SLO 3)	22 February	5%
Research in Sciences Essay Project: ANNOTATED BIBLIOGRAPHY (1-2 pages) required and rewritable (Area R SLO3)	8 March	5%
Research in Sciences Essay Project: THE ESSAY (5 pages) required and rewritable (Area R SLO1, 2&3, Area S SLO1)	5 April	10%
Contemporary Global Arts and Technology Essay (5 pages) required and rewritable (Area S SLO4, Area V SLO 1,2,3,4)	19 April	15%
Quizzes, in-class essays, journals, etc.	day of	15%
Class participation		15%

Please note, this course must be part of the completion of Areas R, S and V with a C or better as a CSU graduation requirement to complete each Advanced Honors semester successfully. If a course grade of less than C is earned, the grade for 177A and 77B must together average a C or higher. 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

A+ = 4.3	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F+ = 0.3	F = 0	

For this upper division GE courses (R, S, V) Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission 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.”
 - It is suggested that the syllabus include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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 instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.