

San José State University
School/Department
Hum 1A, Humanities Honors, Section 30-31, Fall 2016

Course and Contact Information

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| Instructor: | D. Mesher |
| Office Location: | Faculty Office Building (FOB) Room 220 |
| Telephone: | (408) 924-4440 |
| Email: | d.mesher@sjsu.edu |
| Office Hours: | Tuesdays and Thursdays, 8:00-8:30 am, 4:30-5:00 pm |
| Class Days/Time: | Tuesdays and Thursdays, 9:00-10:15 (lecture), 10:30-12:00 noon (seminar) |
| Classroom: | Washington Square Hall (WSQ) Room 109 (lecture); Sweeney Hall (SH) Room 435 (seminar) |
| Prerequisites: | Permission of Humanities Honors Coordinator |
| GE/SJSU Studies Category: | Over the four semesters of the course, the Humanities Honors Program satisfies areas: A1 (Oral Communication), A2 (Written Communication 1A), A3 (Critical Thinking), C1 (Arts), C2 (Letters), D2 (Comparative Systems), D3 (Social Issues), US1-2 (U.S. History and Constitution), and US3 (California Government) |

Peer Mentor

We are fortunate to have a Peer Mentor, Fatema Elbakoury, working with us this fall. Her goal is to help make your transition to the world of higher education smoother and more rewarding, and she will be making occasional presentations in the seminar, some of which are in the schedule on the last page. We are sharing her with another seminar section, so Fatema will be with us on Thursdays only, but she also has office hours at Peer Connections on Monday and Wednesdays at 1:30 -2:30pm, and Thursdays at 3:00-4:00pm. Email her at fatema.elbakoury@sjsu.edu , or just talk to her in class, to set something up.

Course Format

Technology Intensive, Hybrid, and Online Courses

There are no special requirements for the use of technology as such in this course, and alternatives or help will be provided should students have difficulties with any of the course procedures. We will be meeting in a “next generation” classroom, with the capability of recording lectures, presentations, and seminar discussions by students as well as the instructor, and including overhead or media projections during the presentations, and students will have access to such recordings on request, as well as copies of their own presentations (to save for their own purposes, including use in educational and employment applications). Students will submit essays online (and not in printed form), in their Canvas account, and

receive them back, marked and graded, through Canvas as pdf files. Essays can only be submitted to Canvas in RTF or Word format, and a recent version of the free software program Adobe Reader may be required to read the marks and grades in the returned pdf files. In addition, students may be required to access the course web page and download or read files there, as well as to communicate via email; and quizzes will be taken and collected via iClicker. All this will be discussed on the first day of class.

Faculty Web Page and MYSJSU Messaging

Links for course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas course page. Log on at <http://sjsu.instructure.com> . Written assignments for this class will be submitted on the Canvas learning management system course website as well. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

Course Description

Humanities 1A offers an integrated, interdisciplinary introduction to ideas, events and arts of Western culture and the world that have endured and influenced people for centuries. We look at the development of Western culture from a variety of perspectives. Our aim is to develop an understanding of the origins of the values, institutions and attitudes that have contributed to producing the complex and diverse culture we share today.

We begin with the arts, literature and history of parts of Asia and Africa by examining the early cultures of Mesopotamia, Egypt, Israel, India and China. Since these cultures provide the groundwork for the development of later civilizations not only on parts of the two continents mentioned, but also on the European continent, we see how the movement from east and south to the Aegean and Mediterranean regions stimulates the growth of the Greek city-states and later the Roman Empire.

Course Goals

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

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

L01 Area A1: Oral Communication courses should cultivate an understanding of the social, psychological, political and practical significance of communication, with special emphasis on the roles of public communication in a free society.

L02 Area A2: Written communication 1A courses should cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university.

L03 Area A3: Critical thinking courses should help students learn to recognize, analyze, evaluate, and produce reasoning.

L04 Areas C1-2: Arts and Letters courses should give students knowledge and understanding of significant works of the human intellect and imagination. Courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

L05 Area D2: Courses in this area will enable students to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

L06 Area D3: Social Issues courses will enable students to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

L07 Area F1-2-3: Courses in American Institutions (US History, US Constitution, and California Government) should expose students to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which we live.

Required Texts/Readings

Online Texts:

Humanities 1A Reader: Downloadable from Canvas (<http://sjsu.instructure.com>). Once you are logged on to this course, you'll find the link.

Writer's Help: Interactive on Canvas (<http://sjsu.instructure.com>). Once you are logged on to a course, "Writer's Help" will appear near the bottom of the list of links on the left side of the page.

Textbooks:

*Baird, Forrest E., ed. *Philosophic Classics: From Plato to Derrida*, 6th edition. (Prentice Hall). ISBN 978-0205783861.

*Coogan, Michael D., et al., eds. *The New Oxford Annotated Bible, New Revised Standard, College Edition*. 4th edition. New York: Oxford UP, 2010. ISBN 978-0195289602

*Heinrichs, Jay. *Thank You for Arguing*. Revised Edition. New York: Three Rivers Press, 2013. ISBN: 978-0385347754.

*Puchner, M. et al, eds., *The Norton Anthology of World Literature*, 3rd edition, Volumes A, B, C; New York: Norton, 2012. ISBN 978-0393933659

*Stokstad, Marilyn and Michael W. Cothren, *Art History Portable* (6 volumes), 5th edition. Upper Saddle River, NJ: Pearson / Prentice Hall, 2013. (Art History Portable Edition). ISBN 978-0205969876.

Woodruff, Paul, ed. *On Justice, Power, and Human Nature: The Essence of Thucydides' History of the Peloponnesian War*. Cambridge, MA: Hackett, 1993. ISBN 978-0872201682.

Books marked with an asterisk (*) will be used in subsequent semesters. Please retain them. If you are considering renting your textbooks, instead of buying them, please be aware that you would have to rent most of these titles multiple times: Baird, for 4 semesters; Puchner, for 3 semesters; Stokstad, for 4 semesters. You may use *any* edition of the Bible (assigned in 2 semesters), but we recommend the Oxford edition listed above because of the quality of its translations, notes, and other scholarship. The ISBN numbers listed for Puchner and Stokstad are for the multi-volume sets; if you are buying those texts used, you may have to purchase them individually, so be sure you are getting the correct edition and volumes.

Library Liaison

Peggy Cabrera, Peggy.Cabrera@sjsu.edu, 408-808-2034

Course Requirements and Assignments

Preparation and Participation: Students should come to class having read the day's assignment and prepared to discuss it. Opportunities for such contributions may take the form of small-group or full-class discussions; in either situation, individual students may be called upon by the instructor to answer a question, interpret a passage, or express an opinion.

Quizzes: In order to ensure that you get credit for the hard work you do in reading and reflecting on the works assigned for this course, there will be frequent quizzes (on average, one every two or three class meetings). I think of quizzes as one of the best ways for you to measure how carefully you are reading the texts, and how much of that reading you retain (at least for a day or so). The quizzes will cover significant information from that day's reading assignment, though that information may not be the sort readily accessible to you in plot summaries, outlines, or synopses, but only through personally experiencing the text for yourself. If you read well ahead of the assigned schedule, be sure to review your notes and come to class with a fresh and detailed impression of the works. A pattern of doing poorly on these quizzes should be taken as an indication that you are not doing the reading, or not reading attentively enough, or not reading with the care and analysis necessary to be successful as an English major and devotee of literature.

Written Work: There will be three essays. The first, a multi-part research essay, will be due in stages from the end of September to the beginning of November, with each part receiving a separate grade: proposal and outline (500 words and 5% of the final grade for the course), research and annotated bibliography (1000 words and 5%), and final draft (1500 words and 15%). The second essay, emphasizing critical thinking and analysis, will be due just before Thanksgiving (1500 words and 15%). The third essay will be based on the student's description of some experience of art related to the course but outside the classroom and texts (1000 words and 10%). Additionally, there will be three exams: a midterm (10%) over the first half of the semester, a short-answer final exam (15%) over the second half of the semester, and a comprehensive essay final exam (15%). And there will also be frequent quizzes, which will help determine the remaining 10%, along with participation in class discussions, the timely completion of readings and written work, and the successful presentation of a speech to the class. (Each student gives a formal speech in each semester of Humanities Honors, but the speech given in the first semester is ungraded). Grading will be on a 100-point scale for each assignment. For the course mark, 100-97 will be an A+, 96-93 an A, 92-90 an A-, 89-87 a B+, 86-83 a B, 82-80 a B-, 79-77 a C+, 76-73 a C, 72-70 a C-, and so on.

Submission of written work: All written work must be double-spaced (and without a cover page), otherwise follow standard MLA or APA format (except that your name should not appear anywhere), and be submitted online only, through the course Canvas page (at <http://sjsu.instructure.com>), by the beginning of the lecture (9:00 am) on the days they are due. Work should be submitted in Word or RTF format; other formats should not be submitted, including PDF and, in particular, Apple's iWork Pages format. Work submitted via Canvas is automatically sent to Turnitin.com, as well, to check for plagiarism. Late work will only be accepted by prior arrangement. Do not email or leave at my office any work for this class, unless I specifically ask you to do so; and please do not leave email or other messages for me on Canvas. Corrected work will be returned online (in your Canvas account) in PDF format. Please keep a copy of all work submitted on disk, and retain all graded work returned until the end of the semester. Students should anticipate a significant delay in the return of late work. Please note that many people find it harder to proofread work on a computer screen than in printed form and, if that is true in your case, you may want to print out your final draft and make corrections to that, before submitting the finished file online. Also remember that I will also be keeping a copy of your marked work during the semester so that, when you submit your second essay, for example, I will begin by reviewing the technical

mistakes you made in the first one, and looking to see if you have made any progress in those areas on the second. You, too, should take the time to review those errors, and use that review to improve your writing.

Final Examination or Evaluation

Each semester in the Humanities Honors program there are two final examinations: a “short answer” exam in WSQ 109 at the regularly scheduled time for classes meeting when the lecture does; and a “essay exam,” at the time scheduled for classes meeting when the seminar does, and taking place in the seminar room. More information about these exams will be provided during the semester. The exact dates and times for both exams can be found at the end of the course schedule, on the last page of this syllabus, as well as at the end of the schedule for lecture-related reading assignments.

Determination of Grades

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| Research essay | |
| Proposal and outline (500 words) | 5% |
| Research and annotated bibliography (1000 words) | 5% |
| Final draft (1500 words) | 15% |
| Critical Thinking essay (1500 words) | 15% |
| Arts Essay (1000 words) | 10% |
| Midterm | 10% |
| Short Answer Final | 15% |
| Essay Final | 15% |
| Participation (includes quizzes, speech) | 10% |

Explanation of grading:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" composition is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight, which teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] Above average: The "B" composition demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" composition makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling or word choice. It may also use textual evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" composition is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An "F" composition has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Note: To receive credit in the General Education "basic skills" categories as a CSU graduation requirement, this course must be passed with a grade of C- or better.

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally three hours per unit per week with one of the hours in the classroom) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. In other words, since this is a six-unit course, you should expect to spend on average about twelve hours each week working on the course, in addition to the time you spend in the lectures and seminars.

Classroom Protocol

Please treat everyone – classmates, guests, and even the instructor – with respect and courtesy at all times, and comport yourself accordingly, in the classroom, and while entering or leaving it. During class, electronic devices, including phones, tablets, and laptops, may only be used for purposes related to class work at that moment, such as note-taking; please remember that University policy recognizes any unauthorized use of a cell phone or other technological device during an examination as grounds for failing the examination. Even during breaks, please refrain from eating in the classroom, and avoid other activities and behavior that might distract or upset others. After class, please try not to stop in the doorway to check your phone, preventing others from getting out.

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/>

Hum 1A, Fall 2016, Seminar Schedule

This schedule is subject to modification. If you miss class, please check for changes to the syllabus on the class web page at www.sjsu.edu/people/d.mesher . For reading assignments, please see the lecture schedule, also on the class web page.

Course Schedule

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| August 25 | Thursday | | Introduction; Fatema--Critical Reading |
| August 30 | Tuesday | | |
| September 1 | Thursday | | |
| September 6 | Tuesday | | Speeches |
| September 8 | Thursday | | Speeches |
| September 13 | Tuesday | | Speeches |
| September 15 | Thursday | | Speeches; Fatema--Notetaking & Study Stratgies |
| September 20 | Tuesday | | Speeches |
| September 22 | Thursday | | Speeches |
| September 27 | Tuesday | | Speeches (make up) |
| September 29 | Thursday | | Research essay proposal and outline due |
| October 4 | Tuesday | | |
| October 6 | Thursday | | Fatema--Study Groups |
| October 11 | Tuesday | | |
| October 13 | Thursday | | Midterm (in seminar) |
| October 18 | Tuesday | | |
| October 20 | Thursday | | Research essay research due |
| October 25 | Tuesday | | |
| October 27 | Thursday | | Research essay peer editing (in seminar) |
| November 1 | Tuesday | | |
| November 3 | Thursday | | |
| November 8 | Tuesday | | Research essay final draft due |
| November 10 | Thursday | | |
| November 15 | Tuesday | | |
| November 17 | Thursday | | Fatema--Study Abroad |
| November 22 | Tuesday | | Critical thinking essay due |
| November 24 | Thursday | | Thanksgiving--No class |
| November 29 | Tuesday | | |
| December 1 | Thursday | | |
| December 6 | Tuesday | | |
| December 8 | Thursday | | Arts essay due |
| | | | |
| December 15 | Thursday | | Hum 1A Essay Final, 9:45 am - 12 noon |
| December 16 | Friday | | Hum 1A Short Answer Final, 7:15 - 9:30 am |