SYLLABUS

San José State University
Humanities Department
Humanities Honors 2A, Fall 2015, Seminar Section 41

Instructor: David Mesher
Office Location: FO 220
Telephone: (408) 924-4440
Email: d.mesher@sjsu.edu
Office Hours: Tuesdays and Thursdays: 8:00-8:30, 16:30-17:30
Class Days/Times: Tuesdays and Thursdays: 9:00-10:15 (lecture); 10:30-11:45 (seminar)
Classroom: WSQ 109 (lecture); SH 240 (seminar)
Section Code: 43784 (lecture); 43785 (seminar)
Class Web Page: http://www.sjsu.edu/people/d.mesher/hum2a/
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 (Written Communication 1B), D2 (Comparative Systems), D3 (Social Issues), F1-2 (U.S. History and Constitution), and F3 (California Government)

Faculty Web Page and MYSJSU Messaging
Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/d.mesher/hum2a/. Written assignments for this class will be submitted on the Canvas learning management system course website (http://sjsu.instructure.com). You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description
Humanities 2A offers an integrated, interdisciplinary introduction to ideas, events and arts of Western and world culture that have influenced people and led to the creation of modernism and contemporary globalism. We look at the development of World culture from a variety of perspectives. Our aim is to develop an understanding of the significant values, institutions and attitudes that have contributed to producing the complex global
culture we share today. During 2A, we consider the Post-Reformation transformations of Europe, as well as the extension of new concepts of liberty and reform alongside practices of world-wide colonial oppression and exploitation. The rise of the middle and working classes as a reaction against the aristocracy, and intellectual changes spawned by mathematical rationalism and scientific empiricism in its many contexts direct the new ideas of politics and economics.

**Course Goals and Student Learning Objectives**

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

**GE Learning Outcomes (LO)**

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

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

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

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

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

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

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


*Humanities 2A Reader*: available online at your seminar’s home page. 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.

*Books marked with an asterisk (*) will be used in subsequent semesters. Please retain them.*

Course Requirements 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 about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

Library Liaison for English courses

- Peggy Cabrera, Dr. Martin Luther King Jr. Library
- Voice: 408-808-2096 — Email: Peggy.Cabrera@sjsu.edu
- Website: [http://libguides.sjsu.edu/humanities](http://libguides.sjsu.edu/humanities)

Classroom Protocol

**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:** The best way to measure how carefully you are reading the texts, and how much of that reading you retain (at least for a day or so) is with short quizzes at the beginning of the class period. The quizzes will only 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 any other manner other than personally experiencing the text 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 educated person and devotee of the humanities.

**Resource Person:** Texts and images from around the world may present a particular challenge to students because of specialized vocabulary and unfamiliar plants, animals, geography, and names (for people, places, and things), as well as cultural differences, historical references, and other allusions and usages. Several times during the semester, each student will be designated one of two or three “resource persons” for the day’s reading assignment; and will be on call that day to explain to the class any problematic terms or references in the text.

**Written Work:** There will be three formal essays assigned during the semester: a short (1000 words and counting 10% of the final grade) “critical thinking” essay at the beginning, a short (also 1000 words and counting 5%) “affective” art essay at the end; and in between a multi-part research project, consisting of an initial research report (500 words and counting 5%); a rough draft (1500 words and counting 5%), and the final draft (1500 words and counting 10% of the final mark in the course). There will also be one midterm (10%), a short-answer final exam (15%) and an essay final exam (15%). In addition, students will each give a formal speech of persuasion in front of the class, this semester in the form of a four-person debate (5%); and quizzes will help determine the remaining 20%, along with participation in class, the timely completion of readings and written work, serving as the resource person, and other measures of participation. Grading will be on a 100-point scale for each assignment. For the final mark, an average for all coursework of 100-97 will be an A+, 96-94 an A, 93-90 an A-, 89-87 a B+, 86-84 a B, 83-80 a B-, 79-77 a C+, 76-74 a C, 73-70 a C-, and so on.

**Submission of written work:** All written work must be double-spaced (and without a cover page), follow standard MLA or APA format (your choice, but you must be consistent), and be submitted online only, through the course Canvas page (http://sjsu.instructure.com), by the beginning of the lecture on the days they are due. Essays submitted on Canvas are 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. Corrected papers will be returned online (in your Canvas account) in pdf format; you will find the grade in my comment at the end of your essay, and not in the Canvas “gradebook.”. 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. Finally, remember
that I will also be keeping a copy of your marked work during the semester so that, when
you submit an essay, I will begin by reviewing the technical mistakes you made in the
previous one, and looking to see if you have made any progress in those areas. You, too,
should take the time to review those errors, and improve your writing.

Classroom Conduct

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 classwork at that moment, such as note-
taking; please remember that University policy recognizes any unauthorized use of
mobile phones or other technological devices 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.

Assignments and Grading Policy

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<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Speech (full-sentence outline)</td>
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<td>5%</td>
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<td>Critical Thinking Essay (1000 words)</td>
<td>9/22</td>
<td>10%</td>
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<td>Research Essay – Proposal (500 words)</td>
<td>10/6</td>
<td>5%</td>
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<td>Midterm Exam</td>
<td>10/13</td>
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<td>Research Essay – Rough Draft (1500 words)</td>
<td>10/29</td>
<td>5%</td>
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<td>Research Essay – Final Draft (1500 words)</td>
<td>11/24</td>
<td>10%</td>
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<tr>
<td>Experiencing Art Essay (1000 words)</td>
<td>12/8</td>
<td>5%</td>
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<td>Final Exam (Short-Answer)</td>
<td>12/10</td>
<td>15%</td>
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<tr>
<td>Final Exam (Essay)</td>
<td>12/16</td>
<td>15%</td>
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<tr>
<td>Class participation, resource, quizzes, etc.</td>
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<td>20%</td>
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University Policies and Resources

Dropping and Adding

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. Add/drop deadlines can be found on the
current academic year calendars document on the Academic Calendars webpage at
http://www.sjsu.edu/provost/services/academic_calendars/. The 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.
Information about the latest changes and news is available at the Advising Hub at 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 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 greensheet 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.”

In this course, prior consent by the instructor and other students must be obtained before any audio or video is made, and use of that recording must be limited by whatever restrictions are requested by those recorded.

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 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 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 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.
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 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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 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 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 Garage on the corner of 10th 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 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 2A Seminar Schedule, Fall 2015**

This schedule is subject to modification. If you miss class, please check for changes on the class web page at [www.sju.edu/people/d.mesher/hum2a/](http://www.sju.edu/people/d.mesher/hum2a/). All seminar sessions will include a discussion of the day’s readings and lecture. Speech/debate topics will be assigned during the first weeks of the semester. Other written assignments will be distributed on the seminar web page two weeks before their due dates, as listed below.

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<th>August</th>
<th>20</th>
<th>Thursday</th>
<th>Introduction</th>
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<td>25</td>
<td>Tuesday</td>
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<td>27</td>
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<td>September</td>
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<td>Thursday</td>
<td>In-service</td>
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<td>Tuesday</td>
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<td>17</td>
<td>Thursday</td>
<td>Debate Session #1 (Adam Smith)</td>
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<td>22</td>
<td>Tuesday</td>
<td>Critical Thinking Essay due</td>
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<td>29</td>
<td>Tuesday</td>
<td>Debate Session #2 (Women and the Enlightenment)</td>
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<td>October</td>
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<td>6</td>
<td>Tuesday</td>
<td>Research Essay proposal due</td>
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<td>Seminar at the Thompson Gallery</td>
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<td>Debate Session #3 (Social Contract and Personal Liberty)</td>
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<td>29</td>
<td>Thursday</td>
<td>Research Essay rough draft due</td>
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<td>November</td>
<td>3</td>
<td>Tuesday</td>
<td>Debate Session #4 (What Cost Revolution?)</td>
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<td>Debate Session #5 (Opening Japan and Its Consequences)</td>
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<td>Tuesday</td>
<td>Debate Session #6 (Industrial Revolution and Nature)</td>
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<td>Tuesday</td>
<td>Research Essay final draft due</td>
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<td>26</td>
<td>Thursday</td>
<td>Thanksgiving - No class</td>
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<tr>
<td>December</td>
<td>1</td>
<td>Tuesday</td>
<td>Debate Session #7 (What Cost American Revolution?)</td>
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<td>Experiencing Art Essay due</td>
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<td>10</td>
<td>Thursday</td>
<td><strong>Final Exam, 7:15 – 9:30 am, WSQ 109</strong></td>
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<td>16</td>
<td>Wednesday</td>
<td><strong>Final Exam, 9:45 – 12:00 noon, SH 240</strong></td>
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