

San José State University

Honors Humanities

HUM 1A, The Ancient World

Class 47274, Section 41, Fall 2016

Instructor:	Andrew F. Wood, Professor
Office location:	HGH 210
Telephone:	408-924-5378
Email:	Andrew.Wood@sjsu.edu
Homepage:	http://www.omnitopia.com
Office hours:	T, R: 12:30 p.m. to 2:30 p.m. Sign up via: https://goo.gl/KUFxax
Class days/time:	Tuesday, Thursday: 10:30 a.m. to 11:45 a.m.
Classroom:	Sweeney Hall 241
Prerequisites:	Department consent required

Catalog Description

Institutions, thought and literary and artistic expression of the ancient world, medieval society and early modern Europe. Written expression and oral discussion. Entire sequence satisfies GE Areas A1,2,3; C1,2,3; D2,3; F1,2,3.

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 and India. 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 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.

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

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 Readings

See lecture handout

Classroom Protocol

Student Conduct: It is your responsibility to know what constitutes improper behavior at San José State University. This information can be found in the SJSU university catalog and on this website: <http://www.sjsu.edu/studentconduct/Students/>. Sanctions for improper behavior can include removal from the class.

Attendance: In this class, we will frequently discuss issues and concepts that cannot be found in the assigned readings. Therefore, your participation is required. If you miss class, it is your responsibility to get class notes or other necessary information from a colleague. As a means to that end, I recommend getting contact information for at least three classmates (see last page of syllabus).

Tardiness: Be seated when class begins. I reserve the right to mandate a personal behavioral contract if you are excessively tardy.

Make-ups: Assignments are due at the beginning of the class period noted on the syllabus. Unexcused late assignments may be made up before finals week. However, I deduct 10 percent per 24-hour period after the assignment is due.

Back-ups: You are expected use a cloud-based backup system (eg., Dropbox or Google Docs) to limit the risk of document-loss.

Extra Credit: Allowing some students a chance to earn additional points is unfair to those who work within the range of assignment values, requirements, and opportunities available in this class. Accordingly I do not offer extra credit.

Intellectual property: Course material that I have developed for this class cannot be shared publicly without my approval. You may not publicly share or upload my materials (including lecture notes) without my consent.

Mobile devices: Cell phones, computers, and other tools are permitted in my classroom if they are used responsibly. Read my full policy: <http://www.sjsu.edu/faculty/wooda/mobile-device-policy.html>

Written Work: Excepting the Personal Profile Sheet and exams, all work submitted for this class will be typed. You are expected to employ double-spacing, one-inch margins, and 12 point Times New Roman font.

FAQ: Read the Frequently Asked Questions page at: <http://www.sjsu.edu/faculty/wooda/faq.html>

University Policies

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

Peer Mentor

Peer Mentors excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Your Peer Mentor is **Umber Bhatti**: Umber.Bhatti@sjsu.edu

Assignments and Grading Policy

Critical Thinking Argument (25 points - meets CLO 2, 3, and 4): Select and analyze one *brief* speech excerpt from Chapter XVIII of *The Iliad*. In one to two pages, answer the following question: To what degree is this statement persuasive (and why)? Support your well-reasoned analysis with at least two types of proof that reflect your understanding of Homer’s broader cultural *milieu*. Additional instruction:

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

Experiencing Art Essay (25 points - meets CLO 2, 3, and 4): Analyze a painting, piece of sculpture, or performance that you encounter in person [Share your topic with me early in the semester]. In one to two pages, develop an essay whose body points accomplish the following goals in turn: (1) Describe the artwork in terms of content, aesthetics, and experience, and (2) Use that artwork as a lens to affirm or critique an idea found in one of our course readings. Support your well-reasoned analysis with at least two quotations from that reading. Additional instructions:

- Download and attach gradesheet to final draft: <http://www.sjsu.edu/faculty/wooda/gradesheet.pdf>
- Provide a ticket stub, a photograph, or some other souvenir from your artwork encounter.

Research Essay (50 points - meets CLO 2, 3, and 4): Demonstrate your understanding of one central historical figure, event, or idea addressed in this class. In two to three pages, accomplish the following goals in turn: (1) Provide an objective overview of your topic, explaining it to a non-specialist reader, and (2) Identify two or more extent, specific contemporary perspectives (scholarly arguments, popular attitudes, etc.) on your topic. For this section, you might use a phrase like, “Reviewing the literature, I find two categories. Some folks say [fill in the blank] while other folks say [fill in the blank].” Additional instructions:

- Your introduction should inspire reader interest and your conclusion should relate to your introduction in an insightful way.
- Include at least four sources from books or scholarly articles. No newspapers, magazines, or web-only resources are permitted for this assignment. And attach a photocopy of one pertinent page from each source to your essay submission.
- Download and attach gradesheet to final draft: <http://www.sjsu.edu/faculty/wooda/gradesheet.pdf>

Examinations (Midterm, Final Exam-Essay, and Final Exam-Short Answer – 100 points each – 300 points total - meets all CLOs): Each exam invites you to synthesize the knowledge gained throughout the course, typically in the form of short- and long-form responses to questions posed by the faculty team.

Participation (Including epideictic Speech and Engagements) (100 points - meets all CLOs): Relate disparate ideas, integrate meaningful references to course readings, and help keep the conversation going. Along with these elements, your participation grade will reflect two additional activities:

- You will present give a 3-4 minute epideictic speech, an oration in which you marshal arguments to inspire praise or blame for a specific person addressed in lectures or readings. This assignment is designed to introduce the speech-expectations that will guide your progress throughout the Humanities Honors Program. [Worth 20% of Participation Grade]
- You are expected to take advantage of outside engagement opportunities facilitated by our peer mentor. These engagement opportunities are typically study sessions and workshops. [Worth 20% of Participation Grade]

Near the end of the semester, you will submit a half-page assessment of your participation, along with a proposed numeric score (out of 100) for this classroom component. As required, and in consultation with you, I may opt to revise that score.

Determining Your Final Grade

Your grade will be assessed on a 500-point scale:

Critical Thinking Argument (due 10/6)	_____ out of	25 points	(5%)
Midterm Exam (scheduled 10/13)	_____ out of	100 points	(20%)
Experiencing Art Essay (due 11/15)	_____ out of	25 points	(5%)
Research Essay (due 11/22)	_____ out of	50 points	(10%)
Participation Self-Assessment (12/6)	_____ out of	100 points	(20%)
Final Exam – Seminar Room (scheduled 12/15)	_____ out of	100 points	(20%)
Final Exam – Lecture Hall (scheduled 12/16)	_____ out of	100 points	(20%)
Total	_____ out of	500 points	(100%)

A+ = 485+ points	A = 465-484 points	A- = 450-464 points
B+ = 435-449 points	B = 415-434 points	B- = 400-414 points
C+ = 385-399 points	C = 365-384 points	C- = 350-364 points
D+ = 335-349 points	D = 315-334 points	D- = 300-314 points
F = 299 and fewer points		

HUM 1A, The Ancient World - *Tentative Class Schedule*

Dates	Assignments	Notes
8/25		We will discuss course concepts and activities.
8/30 9/1		We will discuss the audience-centered speechmaking process and Critical Thinking Argument.
9/6 9/8		We will discuss speech introductions and the Experiencing Art Essay.
9/13 9/15		We will discuss speech organization.
9/20 9/22		We will discuss speech conclusions and the Research Essay.
9/27 9/29		
10/4 10/6	Critical Thinking Argument (Due Thursday)	
10/11 10/13	Midterm Exam (Scheduled for Thursday)	
10/18 10/20		Epideictic Speeches (1-8)
10/25 10/27		Epideictic Speeches (9-16)
11/1 11/3		Epideictic Speeches (17-24)
11/8 11/10		Epideictic Speeches (25-32)
11/15 11/17	Experiencing Art Essay (Due Tuesday)	
11/22 11/24	Research Essay (Due Tuesday)	No class on Thursday: Thanksgiving holiday
11/29 12/1		
12/6 12/8	Participation Self-Assessment (Due Tuesday)	
Dec 15	Final Exam – Seminar Class	9:45 a.m. to 12:00 p.m. (Bring exam booklets)
Dec 16	Final Exam – Lecture Hall	7:15 a.m. to 9:30 a.m. (Set your alarm)

Peer Contact Information (folks to call if you have questions about a missed class)

Name: _____ Phone: _____ Email: _____

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