

San José State University

Humanities 2B Honors, Modern Era

Class Number 25156, Section 31, Spring 2014

Instructor:	Andrew F. Wood, Ph.D, Professor of Communication Studies
Office location:	HGH 210
Telephone:	408-924-5378
Email:	Andrew.Wood@sjsu.edu
Instructor Homepage:	http://www.professorwood.com
Course Website:	http://www.sjsu.edu/faculty/wooda/2B-HUM/
Class days/time:	Tuesday, Thursday: 10:30 a.m. to 11:45 a.m.
Classroom:	Sweeney Hall 241
Office hours:	Tuesday, Thursday: 1:30 p.m. to 2:30 p.m. (Sign up via http://profwood.youcanbook.me/ - and ensure that your Google Calendar settings reflect the correct time zone) <i>For all visits, be prepared to show your reading/classroom notes.</i>
Prerequisites:	Permission of Humanities Honors Coordinator

Catalog Description

Humanities 2B 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 Western 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 2B, we consider responses to imperialism and nationalism; the rise of the United States, and eventually, California; creative transformations in art, literature and music; and the devastations of global wars.

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 Objectives:

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 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 and Readings

Achebe, C. (1994). *Things fall apart*. New York, NY: Penguin. ISBN: 0385474547

Baird, F.E. (Ed.). (2010). *Philosophic classics: From Plato to Derrida* (6th ed.). Saddle River, NJ: Prentice Hall. ISBN: 9780205783861

Bullock, R. & Weinberg, F. (2011). *The little seagull handbook*. New York, NY: W. W. Norton & Company. ISBN: 780393911510

Conrad, J. (1990). *Heart of darkness*. Mineola, NY: Dover. ISBN: 0486275639

Emerson, R.W. (1993). *Self reliance & other essays*. Mineola, NY: Dover. ISBN: 0486277909

Frankl, V.E. (2006). *Man's search for meaning*. Boston, MA: Beacon. ISBN: 9780807014295

Freud, S. (1989). *Civilization and its discontents*. New York, NY: W. W. Norton & Company. ISBN: 0393301583

Gerston, L.N., & Christensen, T. (2009). *California politics and government* (12th ed.). Boston, MA: Wadsworth. ISBN: 9781133587651

Graff, G. & Birkenstein, C. (2009). *They say, I say: The moves that matter in academic writing*. New York, NY: W. W. Norton & Company. ISBN: 9780393933611

Heffner, R.D. (2002). (Ed.). *A documentary history of the U.S.* (8th ed.). New York, NY: Signet. ISBN: 0451207483

Hwang, D.H. (1998). *M. Butterfly*. (1998). New York, NY: Dramatists Play Service. ISBN: 0822207125

McInerney, D.Q. (2005). *Being Logical: A guide to good thinking*. New York: Random House. ISBN: 9780812971156

Puchner, M., et al. (Eds.). (2012). *Norton anthology of world literature* (3rd ed.) (Vols. A-C, D-F). New York, NY: W. W. Norton & Company. ISBN: 9780393933659 and 9780393933666

Remarque, E.M. (1987). *All Quiet on the Western Front*. New York, NY: Ballantine. ISBN: 0449213943

Stokstad, M. & Cothren, M. (2010). *Art history, portable editions* (4th ed.) (Vols. 1-6). New York, NY: Prentice Hall. ISBN: 9780205004607

Woolf, V. (1989). *To the Lighthouse*. New York, NY: Harcourt Brace Jovanovich. ISBN: 0156907399

HUM 2A Reader: <http://www.sjsu.edu/people/cynthia.rostankowski/courses/HUM2BS14/>

In all cases, you are expected to complete the reading prior to class and to bring print or electronic versions of material to augment our daily discussions with pertinent quotations.

Other equipment requirements

You will need a Scantron Form (882-E) for the California Institutions and Politics Examination.

You are *strongly encouraged* to use a cloud-based backup system such as Dropbox to limit the risk of document-loss.

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.

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.

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

Extra Credit: I do not offer extra credit. Given the many resources I make available in this class, every student has an opportunity to earn 500 points. Moreover, grading extra assignments for students who request "extra credit" is unfair to other students who work within the 500-point limit.

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>

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

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

Dropping and Adding: You are responsible for understanding the policies and procedures about add/drops and academic renewal. I recommend that you review SJSU Student Information resources at: <http://info.sjsu.edu/>

University Policies and Resources

Academic integrity

You must be familiar with the University's Academic Integrity Policy available at <http://info.sjsu.edu/static/catalog/integrity.html>. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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."

I will not tolerate instances of academic dishonesty. Cheating on quizzes or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) 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 F06-1](#) requires approval of instructors."

Campus Policy in Compliance with the Americans with 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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) [previously called the Disability Resource Center] to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. In addition, computers are 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

SJSU Writing Center

The SJSU Writing Center in Clark Hall 126 is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. More information available at: <http://www.sjsu.edu/writingcenter/>

Library Liaison

The Humanities Librarian is Peggy Cabrera. Feel free to contact her and make an appointment for advice and assistance. Her email address is peggy.cabrera@sjsu.edu.

Assignments (completion of each is mediatory to pass the course)

Critical Thinking Essay (LO2, LO3, and LO5)

Select and analyze one *brief* excerpt from one of our Marx readings. In one to two pages (typed, double-spaced, standard margins, Times New Roman, 12 point font – the same for all assignments in this class), answer the following question: To what degree is this statement persuasive (and why)? Support your well-reasoned analysis with at least two arguments – and ensure that at least one of your proofs specifically reflect on Marx’s broader cultural context. Additional instruction:

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

Demonstration Speech Presentation (LO1 and LO3)

Present a 5-7 minute in-class extemporaneous speech in which you integrate a visual aid (poster, Prezi, brief video) to explain a concept that is directly related to one of our semester readings. To illustrate, you might produce a Prezi presentation to analyze the symbols and imagery found in a piece of surrealist art. In your speech, you will include oral citations from at least two separate course readings (from this semester only). This speech will demonstrate mastery of public speaking fundamentals, including an introduction that inspires audience interest, a specific thesis statement and forecast of three body points, transitions that provide a logical connection between those points, a specific review of your points, and a thought-provoking conclusion. Be prepared for questions. Additional instruction:

- On your speech day, you will submit a full-sentence alphanumerically ordered outline (worth 10% of speech grade) that follows rule-of-division, rule-of-subordination, and rule-of-parallelism.

Persuasive Letter (LO1, LO2, LO3, and LO4)

Produce an original and compelling refutation of an idea raised by one of the primary authors on this semester’s reading list in the form of a personal letter. In four to five pages, including an introduction and conclusion paragraph, construct a series of well-developed claims, each advancing from its predecessor, designed to convince the implied reader (your chosen author) that s/he should reconsider an important point about which s/he has written. Keep in mind that *tone* is especially important in this assignment. Your prose should indicate some degree of understanding and appreciation for the author’s point of view. You are not trying to attack your interlocutor; you seek to *persuade* your author. To the degree possible, work from within her/his framework, even as you propose potentially radical transformation. Remember also that your credibility depends on more than clever argumentation. Deploy your chosen author’s own words and directly cite her/his contemporaries and/or persons that s/he respects to build identification and bolster your claims – citing secondary research is generally not helpful in this assignment. Your goal is to express the depth to which you have *lived* in the historical, cultural, intellectual, and personal perspective of a person whose ideas demand careful consideration. Additional instructions:

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

Experiencing Art Essay (LO2, LO3, and LO4)

Analyze a painting, piece of sculpture, or performance that you encounter in person. 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.

Participation Self Assessment (LO1, LO2, LO3, LO4, LO5, LO6, and LO7)

Participation means that you can connect seemingly disparate ideas, integrate meaningful references to course readings, and contribute to classroom activities in a productive manner. Near the end of the semester, you will submit a half-page assessment of your participation, along with a proposed numeric score (out of 50) for this classroom component. As required, and in consultation with you, I may opt to revise that score.

Course Examinations (LO1, LO2, LO3, LO4, LO5, LO6, and LO7)

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.

California Institutions and Politics Examination (LO7)

This required exam fulfills a history component of your General Education learning. You are allowed to take the CA government exam two times if necessary. Failure to fulfill this requirement means that you will be required to take a suitable course to meet the GE requirement.

English 1B Exam (LO2)

A common essay final exam, graded holistically, the English 1B exam consists of an in-class essay on a specific topic. Please be on time and bring two yellowbooks, pens, and a (non-electronic) dictionary. Keep in mind that if you do not take part in our course-assigned testing process, you must pay an additional fee to participate in the English Department's make-up opportunity. Failure to fulfill the English 1B requirement means that you will be required to take a suitable course to meet the GE requirement.

Additional note: If you provide evidence of scoring a “5” on your high school AP English exam, you will be excused from taking this exam (and allowed to designate this portion of your course grade to another assignment).

Course Assessment

Activity	Due Date	Point Value
Critical Thinking Essay	Feb 11	___ out of 50 points (10%)
Dem Speech w/outline	Feb 18 through March 6	___ out of 50 points (10%)
Midterm Exam	Mar 6	___ out of 50 points (10%)
Persuasion Letter	Apr 8	___ out of 50 points (10%)
Experiencing Art Essay	April 29	___ out of 50 points (10%)
California Institutions Exam	May 6	___ out of 50 points (10%)
Participation Self Assessment	May 13	___ out of 50 points (10%)
English 1B Exam	Saturday, TBA	___ out of 50 points (10%)
Final Exam (Seminar)	May 16	___ out of 50 points (10%)
Final Exam (Lecture)	May 19	___ out of 50 points (10%)
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		

Seminar-Specific Calendar (subject to change)		
Dates	Assignments	Notes
Jan 23		We will discuss course concepts and activities.
Jan 28 Jan 30		We will discuss speech outlines, topics, and dates on Tue. Come to class with a proposed topic.
Feb 4 Feb 6		We will discuss visual aids.
Feb 11 Feb 13	Critical Thinking Essay due Tuesday	We will discuss speech organization and delivery.
Feb 18 Feb 20	Speech Day 1 Speech Day 2	
Feb 25 Feb 27	Speech Day 3 Speech Day 4	
Mar 4 Mar 6	Speech Day 5 Midterm on Thursday	
Mar 11 Mar 13		LCTCS Conference. Dr. Wood will not be present.
Mar 18 Mar 20		
Mar 25 Mar 27		Spring Break
Apr 1 Apr 3		
Apr 8 Apr 10	Submit Persuasion Letter on Tuesday	
Apr 15 Apr 17		
Apr 22 Apr 24		WASC Conference. Dr. Wood will not be present.
April 29 May 1	Submit Experiencing Art Essay on Tuesday	
May 6 May 8	California Institutions Exam on Tuesday	Bring Scantron Form 882-E.
May 13	Submit Participation Assessment on Tuesday	
TBA	English 1B exam on Saturday	10 a.m. to 12 p.m., Room TBA . Bring Yellow Examination Book.

Seminar-Specific Calendar (subject to change)

Dates	Assignments	Notes
May 16	Final Exam I	9:45 a.m. to 12 p.m. in seminar room.
May 19	Final Exam II	7:15 a.m. to 9:30 a.m. in lecture classroom.