

San José State University
Humanities Department
HUM 177A, ADVANCED HONORS IN INTEGRATED SCIENCE, SOCIAL
SCIENCE AND HUMANITIES, Sections 10-11, 20-21, Fall 2020

Course and Contact Information

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

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Office Hours: Wednesdays 1:30-3:00 pm via live Zoom Immediately following seminar Zoom and by appointment.
and by appointment

Class Times: Lecture: Tuesdays and Thursdays, 3:00-4:15 pm
Seminar: Tuesdays and Thursdays, 4:30-5:45 pm.

Classroom: Online

Prerequisites: Successful completion of WST with an essay score of 7 or above, or self-directed placement exercise during Fall, 2020; cumulative all-college GPA of 3.0 or above.

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 Canvas learning management system 177A course website (<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. experience of a variety of teaching methods because of team teaching and the requirement of students experiencing each professor as seminar instructor over the two semesters of the course, 4. integration of learning by disciplines and methodologies, 5. incorporation of the guidance and services of the SJSU Career Center to prepare students optimally, and 6. 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 and others, 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 throughout the world. 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 literary works read near the end of the semester, Uwem Akpan's *Say You're One of Them* (short stories set in Africa), and Neil Gaiman's *Neverwhere* (set in the UK). Students will be asked to research and analyze the changes in various countries in Africa, 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, extreme health issues and the problems and challenges of contemporary social developments.

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, called the course **Reader**, 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

Akpan, Uwem. *Say You're One of Them*. New York: Little, Brown and Company, ISBN 978-0-316-11395-3

Bernays, Edward. *Propaganda*. Ig Publishing, 978-0970312594 (Also available as a free PDF:

http://www.voltairenet.org/IMG/pdf/Bernays_Propaganda_in_english.pdf)

Freud, Sigmund. *Civilization and Its Discontents*. New York: W. W. Norton, ISBN 978-0393304510

Gaiman, Neil. *Neverwhere*. Harper Collins. ISBN: 978-0-06-237105-8

Kleiner, Fred S. *Gardner's Art through the Ages*. 15th Edition, Backpack Edition, **Book E** Cengage, ISBN: 978-1285838021

Rovelli, Carlo. *Seven Brief Lessons on Physics* (paperback). Penguin Books, ISBN: 9780141981727

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

Sartre, Jean-Paul. *No Exit, and Three Other Plays* (paperback). Vintage Books, ISBN: 9780679725169

(Also available as a free PDF: https://www.vanderbilt.edu/olli/class-materials/Jean-Paul_Sartre.pdf) .

(All other readings will be available in in the **HUM 177A Reader**.)

Library Liaison

The Humanities Librarian is Silke.Higgins@sjsu.edu . Please feel free to contact her and make an appointment for advice and assistance as you research your essay. She is also available by appointment in the King Library. Additional information about humanities research is available at: <http://libguides.sjsu.edu/humanities> 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 to ten 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 among instructors, but all 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 final examinations for both the lecture component of the class as well as the seminar component. In SJSU Studies Honors, one speech during the first semester will be required. The speech during the seminar will be a **persuasive speech**, three to four minutes in length, as part of a group project. Speech content will be related to topics of the semester, and will require research. A complete full sentence outline of at least two pages is required, as well as a bibliography of sources. In preparation for their speeches, students will be provided with evaluation guidelines to help prepare and assess work. The speech and group project requirements will be described in seminar discussions.

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, on Canvas, and via MySJSU, if necessary.

All coursework will be evaluated in terms of letter grades A+ through F, with values of 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	

Table 1 Assignments for HUM 177A

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)	15 October	10%
Final Exam (Lecture) required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)	11 December	10%
Final Exam (Seminar) required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)	10 December	10%
Reasoning in the Social Sciences Assignment (1000 words) required and rewritable (Area R SLO3, Area S SLO1&3, Area V SLO 2&3)	29 September	10%
Experiencing Arts, Literature and Culture Assignment (1000 words) required (Area S SLO 2, Area V SLO 1&3)	15 November	10%
Elements of a scientific research report: hypothesis formulation, materials and methods data analysis (Area R, SLO 1, 3)	1 October	5%
Scientific assignment, including relevant graphics (1000 words) required (Area R SLO1&3)	12 October	10%
Post-lecture quizzes – twenty required, extra credit for more	Day of lecture	20%
Class participation (Area R SLO1, 2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)		15%

Please note, this course must be passed with a C or better as a CSU graduation requirement to complete each SJSU Studies Honors semester successfully. If a course grade of less than C is earned, the student must repeat the course. 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.”

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 100W before or during the time of HUM 177A and 177B is strongly recommended, but not required. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol - NETIQUETTE

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 each of your other classes as well). Treat guests with respect and courtesy. Respectful behavior includes silence when others are speaking, entering the online Zoom quietly and inconspicuously, leaving the online Zoom 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 while class is going on.

Communication and Netiquette Expectations

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:

- **Identify yourself by your real name.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.
- **Write in the first person** (this is your opinion).
- **Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- **What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."
- **Be Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.
- **Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.
- **Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.
- **Remember, This Course is Online.** Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.
- **Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message,

or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

- **Provide Enough Detail in Your Messages.** When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.



This SJSU approved content is offered under a [CC Attribution \(Links to an external site.\)](#) license. Content in this course can be considered under this license unless otherwise noted.

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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Linking your email with the official SJSU email

Many students find that they have problems keeping track of all the information and requirements that SJSU needs students to stay current about. There is a solution to this problem. You can automatically forward Gmail messages to another account. You can choose to forward all of your new messages to another email address. You can do this by setting up automatic forwarding, and doing so is highly recommended.

To turn on automatic forwarding:

1. On your computer, open [Gmail](#) using the account you want to forward messages from. You can only forward messages for a single Gmail address, and not an email group or alias.
2. In the top right, click Settings  > See all settings.
3. Click the Forwarding and POP/IMAP tab.
4. In the "Forwarding" section, click Add a forwarding address.
5. Enter the email address you want to forward messages to.
6. Click Next > Proceed > OK.
7. A verification message will be sent to that address. Click the verification link in that message.
8. Go back to the settings page for the Gmail account you want to forward messages from, and refresh your browser.
9. Click the Forwarding and POP/IMAP tab.
10. In the "Forwarding" section, select Forward a copy of incoming mail to.
11. Choose what you want to happen with the Gmail copy of your emails. We recommend Keep Gmail's copy in the Inbox.
12. At the bottom of the page, click Save Changes.

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. Please make an appointment with your instructor(s) to ask permission for any recording or other public sharing of course material.

- “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>.

HUM 177A

Advanced Honors in Integrated Science, Social Science, and the Humanities, Fall Semester 2020 **Lecture and Reading Schedule**

Seminar Sections

Professor	Location
James Lindahl	James.Lindahl@sjsu.edu
Cynthia Rostankowski	Cynthia.Rostankowski@sjsu.edu

The following schedule is subject to modification. If you miss class, please check for changes to the syllabus on your course Canvas page.

Course Schedule HUM 177A

Class	Date	Topics, Readings, Assignments, Deadlines
1. CR & JL	20 August. Thursday	<p>What is Advanced Honors? How does it work? How do we do lecture-then-seminar? Getting to know more about what we can expect. Explanations, questions answered.</p>
2. CR	25 August. Tuesday	<p>The Course begins - REDISCOVERING THE HUMAN PAST Who are we, and how do we make sense of our world? What do we endorse within our community, other communities? What is shared? What is the difference between revealed and scientific truth? What is the difference between truth and information?</p> <p><i>HUM 177A Reader: Epic of Gilgamesh, Tablet 11</i> http://www.ancienttexts.org/library/mesopotamian/gilgamesh/tab11.htm</p>
3. JL	27 August. Thursday	<p>EVOLUTION The evolution of Evolution: a perspective on the development of theories of the origin of species, and the alterations of Social Darwinism - good science, bad science, and pseudo-science.</p> <p><i>HUM 177A Reader: Darwin, On the Origin of Species, Chapter III "Struggle for Existence," Chapter IV "Natural Selection," Chapter XIV "Recapitulation and Conclusion."</i></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>

Class	Date	Topics, Readings, Assignments, Deadlines
4. CR	1 September. Tuesday	<p>ROMANTICISM TO REALISM IN LITERATURE AND ART Changing attitudes in Europe and America about the natural world, from the Neo-Classical orderly creation of a divine maker, to the wild and emotionally inspiring excesses of Romanticism, to the violently competitive worlds of Realism and Naturalism in which only the fit survive.</p> <p><i>177A Reader:</i> Wordsworth, "Tintern Abbey"; Hawthorne, "The Birthmark"; Dickinson, "I Like to See It Lap the Miles"; Norris, <i>The Octopus</i> (selection)</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
5. JL	3 September. Thursday	<p>SOURCES OF THE UNHAPPY SELF The 'scientific' discovery of modern notions of selfhood – the impact of the first world war on ideas of 'progress' – the unconscious – reason and irrationality – why we all speak 'Freud' now.</p> <p>Reader: Freud, selections</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
6. CR	8 September. Tuesday	<p>TECHNOLOGY AND THE MODERN UNIVERSITY Frederick Douglass, W.E.B. Du Bois, and Booker T. Washington and the Huxley-Arnold Debate – STEM studies vs. the Classics, and the emergence of the modern university curriculum.</p> <p>Reader: Douglass, <i>Narrative</i>, selection, DuBois, <i>Souls of Black Folks</i> (selections); Washington, "Atlanta Exposition Speech" Sandel, <i>Justice</i>, pages 3-30.</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
7. Prof. J. Stemwe del GUEST	10 September. Thursday	<p>THE VIENNA CIRCLE Science as a path to verifiable knowledge, and as a model for human interaction in an increasingly divided world. Karl Popper: the role of falsifiability in the scientific method, the line between science and pseudoscience</p> <p>Reader: Godfrey-Smith, <i>Theory and Reality</i>, "Science: Conjectures and Refutations"</p>
8. CR	15 September. Tuesday	<p>ART AND MUSIC How to understand artworks one has never encountered before: New Ideas of Creativity – Music doesn't have to be "pleasing", art doesn't have to be "beautiful". Music: Classical music in the modern era: atonality, radical harmony, and the birth of electronic music. Art: Van Gogh, Japanese prints, African masks, Australian Aboriginal art, Indonesian Gamelan music</p> <p>Readings: Kleiner, <i>Gardner's Art through the Ages</i>, 15th edition, chapters 27 and 28</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>

Class	Date	Topics, Readings, Assignments, Deadlines
9. JL	17 September. Thursday	<p>ETHICS IN THE MODERN ERA AND ONWARD</p> <p><i>177A Reader: Nietzsche Reading De Waal, Mama's Last Hug, Chapter 6; Sandel, pages 31-57.</i></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
10. CR	22 September. Tuesday	<p>TECHNOLOGY AND CONSUMER CULTURE</p> <p>How citizens became consumers and loved it.</p> <p><i>177A Reader: Bernays, Propaganda, Read: Introduction, Chapters 1-7, and 10-11</i> http://www.voltairenet.org/IMG/pdf/Bernays_Propaganda_in_english_.pdf <i>Sandel, pages 31-57.</i></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
11. JL	24 September. Thursday	<p>THE LIGHT BULB GOES ON</p> <p>Electricity, quantum theory and the startling changes they caused.</p> <p><i>Rovelli, Seven Brief Lessons on Physics, all</i></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
12. CR	29 September. Tuesday	<p>MODERNISM IN ART AND LITERATURE</p> <p>Modernism as rejection of pre-WWI world, Victorian values. De-humanization: Art influenced by new science and technology – the world no longer viewed on a human scale. Modernism can be seen as a messenger of Quantum theory, etc. and in that role, rejected as decadent; good science, bad science, and pseudo-science - revisited.</p> <p><i>177A Reader: Kafka, Metamorphosis (selection); Colette, "Gribiche"; Ezra Pound, "In a Station of the Metro"; Robert Frost, "Road Not Taken".</i> <i>Kleiner, F. Gardner's Art through the Ages, 15th edition, chapters 29 and 30.</i></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
13. JL	1 October. Thursday	<p>CLIMATE – UNDERSTANDING A CHANGING PLANET</p> <p>Investigating current research and understanding evidence as it relates to climate change theory .</p> <p><i>Sandel, Justice, pages 57-74.</i></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
14. CR	6 October. Tuesday	<p>EPIDEMICS AND PANDEMICS AND SOCIAL CHANGE</p> <p>"An Unfinished Lesson: What The 1918 Flu Tells Us About Human Nature" (audio presentation) https://www.npr.org/2020/03/23/820066211/an-unfinished-lesson-what-the-1918-flu-tells-us-about-human-nature</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>

Class	Date	Topics, Readings, Assignments, Deadlines
15. Prof. D. Meshel GUEST	8 October. Thursday	<p>SAY YOU'RE ONE OF THEM Akpan, "Ex-Mas Feast" and "My Parents' Bedroom" Post-colonial African literature; contemporary issues in the 21st century.</p> <p>Akpan, <i>Say You're One of Them</i>, pages 5-35, and pages 323-354. Both seminars: Midterm review session</p>
16. CR	13 October. Tuesday Lecture & Seminar	<p>TWENTIETH CENTURY ECONOMICS - KEYNES VS HAYEK and Today How should a democracy function economically?</p> <p>Reader: Hayek, <i>Road to Serfdom</i>; <i>Constitution of Liberty</i> (selection); Keynes, <i>Essays in Persuasion: The General Theory of Employment, Interest and Money</i> (selection); Eakin, "Capital Man – Thomas Piketty" and current ideas about restructuring the economy. Sandel, <i>Justice</i>, pages 75-102.</p> <p>Both Seminars - Documentary: Robert Reich's <i>Inequality for All</i></p>
17. JL	15 October. Thursday	<p>JAZZ, AND MUSIC AFTER WWII Jazz: American classical music, or the ultimate world music? Ragtime and Other Origins, From New Orleans to Kansas City, Soundtrack for the Harlem Renaissance, Race in the Big Band Era, Latin Impact from <i>Orfeu Negro</i> to <i>Buena Vista Social Club</i>, European Recognition and American Reaction.</p> <p>Seminar: MIDTERM EXAMINATION</p>
18. JL	20 October. Tuesday	<p>WAR, BUREAUCRACY, AND THE TECHNOLOGY OF KILLING The use of technology in the Nazi regime</p> <p><i>177A Reader</i>: Edwin Black, "IBM organizes the Holocaust" Sandel, <i>Justice</i>, pages 103-139 Gaiman, <i>Neverwhere</i>, pages 1-149</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
19. CR	22 October. Thursday	<p>NEVERWHERE: CONTEMPORARY SOCIAL ISSUES AS POP CULTURE Neil Gaiman's use of economic disparities, core and peripheral societies, social justice and lawlessness, politics and corporate power, and what counts as science to create a post-modern fantasy novel.</p> <p>Gaiman, <i>Neverwhere</i>, pages 269 to end. Sandel, <i>Justice</i>, pages 244-269.</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>

Class	Date	Topics, Readings, Assignments, Deadlines
20. JL	27 October. Tuesday	<p>SCIENTIFIC ACHIEVEMENTS AND SHIFTING PARADIGMS How important is community to science? Are scientists susceptible to group dynamics? How and why do scientists change their minds about facts? Can scientists suffer from delusions, biases, and false assumptions? Should science be more democratic, or less?</p> <p>Reader: Thomas Kuhn, <i>Structure of Scientific Revolutions</i>, Chapters II-IV, and Chapter X; Sandel, <i>Justice</i>, pages 140-166</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
21. JL	29 October. Thursday	<p>CHOICE IS NOT AN ALGORITHM: “To be or not to be?” Why making choices is what makes us human – How freedom survives in dark times – Where is the humanist self?</p> <p>Sartre, “No Exit” all. https://www.vanderbilt.edu/olli/class-materials/Jean-Paul_Sartre.pdf.</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
22. CR	3 November. Tuesday	<p>THE POLITICS OF DISOBEDIENCE AND NON-VIOLENCE Other responses to colonialism - non-violent resistance – technology and politics – non-violence today. Readings: Gandhi, <i>Hind Swaraj</i> (translated as <i>Indian Home Rule</i>), all.</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
23. Prof. W. Reckmeyer GUEST	5 November. Thursday	<p>CYBERNETICS: THE CREATION OF THE ANTHROPOCENE Historical developments that significantly expanded human autonomy and freedom in five basic spheres (physical, biological, social, intellectual, technological), as manifested through four major waves of globalization during the 19th-21st centuries. The new era, the Anthropocene, is characterized by increasing tensions among the exponential growth of human progress, persisting inequalities around the world, and humanity’s destructive impact on Planet Earth as a whole.</p> <p><i>177A Reader</i>: Cybernetics readings</p> <p>Both seminars: Discussion with Dr. Reckmeyer</p>
24. JL	10 November. Tuesday Lecture & seminar	<p>REVOLUTIONS OF RESISTANCE Movements in the US, from Harlem Renaissance through March on Washington to present day issues. Negritude and other international dimensions of civil rights struggle in US; additional civil rights movements and crises such as American Indian Movement, and Stonewall; systemic inequities.</p> <p><i>177A Reader</i>: King, “Letter from Birmingham Jail”, “<i>Autobiography of Malcolm X</i>”, “Mecca”; Sandel, <i>Justice</i>, pages 167-183. TED Talk Video: Yoruba Richen, “What the Gay Rights Movement Learned from the Civil Rights Movement” https://www.ted.com/talks/yoruba_richen_what_the_gay_rights_movement_learned_from_the_civil_rights_movement</p> <p>Both Seminars - Documentary: Cesar Chavez and the Farmworkers’ Strike</p>

Class	Date	Topics, Readings, Assignments, Deadlines
25. David Wilson GUEST	12 November. Thursday	<p>ECONOMIC VIOLENCE - HOW FREE IS THE FREE MARKET?</p> <p>Neoliberal economic policies—austerity, deregulation, privatization, free trade, and globalization—are often enforced by governmental institutions via violence. This violence manifests itself via the economization of life, pop culture violence, agricultural mayhem, and more.</p> <p><i>177A Reader: How Free Is the Free Market?</i>, David Wilson</p>
26. JL	17 November. Tuesday	<p>HUMAN STRIVING, HUMAN RIGHTS:</p> <p>The Holocaust and other 20th century genocides. Harm done to humans in the name of scientific research (Nazi medical experiments, Tuskegee Syphilis Experiment, U.S. government syphilis research in Guatemala) statements of human rights and the rights of human subjects of scientific research (Nuremberg Code, Belmont Report). As humans, what do we value? What keeps us from seeing each other as fully human?</p> <p><i>177A Reader: Arendt, Eichman in Jerusalem</i>, selection; Coates, “The Case for Reparations”; Sandel, pages 208-243.</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
27. JL & CR	19 November. Thursday Lecture & seminar	<p>Viewing <i>THE BATTLE OF ALGIERS</i>, film director: Gillo Pontecorvo, 1966</p> <p><i>177A Reader: Fanon, “Concerning Violence” and “Conclusion”</i></p> <p>Film will continue through both lecture and seminar; brief discussion at the end of film.</p>
28. JL	24 November. Tuesday	<p>FIREWORLD: THE OCEANS' HEALTH, AND OURS.</p> <p>Ocean currents, sea life, and shore lines; threats from pollution, gyres of plastic waste, the Fukushima meltdown and other disasters. Global warming, melting of ice caps, warmer water and its effects on sea life, rising sea levels, and the fires of California, Colorado and elsewhere. Consideration also of specific instances of systemic racism.</p> <p>Reader: Aldo Leopold (selection) and John Muir (selection)</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
	26 November. Thursday	<p>Thanksgiving - no classes – enjoy the holiday!</p>

Class	Date	Topics, Readings, Assignments, Deadlines
29. CR	1 December. Tuesday	<p>FREEDOM AND INDEPENDENCE: FROM ALGERIA TO THE ARAB SPRING. From anti-colonialism to the present; models of anti-colonial struggles in Africa, including Algeria, Kenya, Nigeria, South Africa and Rwanda; post-independence examples and the rejection of violence and the ways violence as a means of reform fails: Tanzania and Ujamaa; Tiananmen Square, the Arab Spring, and Syria. Global justice: How do we change the world?</p> <p><i>177A Reader:</i> Julius Kambarage Nyerere, "Ujamaa," speech; Vaclav Havel, "A Call for Sacrifice: The Co-Responsibility of the West" Sandel, <i>Justice</i>, pages 184-207</p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>
30. CR & JL	3 December. Thursday	Reviewing the semester, preparing for exams, connecting the dots.
	8 December.	Student Study Day – NO CLASS
Final Exam	10 December.	SEMINAR FINAL EXAM Thursday, December 10, 2:45-5:00 p.m.
Final Exam	11 December.	LECTURE FINAL EXAM Friday, December 11, 2:45-5:00 p.m.

HUM 177A / Advanced Honors Fall, 2020, Seminar Schedule

Here is your guide to seminar activities, assignments, deadlines and special events. This schedule, as with all things in the era of COVID-19, is subject to change, as needed. Students will be notified of changes electronically and in class if possible. We will do our best to keep everyone informed.

Date	Topics, Reading Discussions, Assignments, Deadlines and more
20 August Thursday	What Is Advanced Honors? Welcome! Getting to know you; what this class will be about.

Date	Topics, Reading Discussions, Assignments, Deadlines and more
25 August Tuesday	REDISCOVERING THE HUMAN PAST Exploring the readings, how to approach the class presentations, and how to prepare for seminar.
27 August Thursday	EVOLUTION POST-LECTURE QUIZ – Lecture Canvas
1 September Tuesday	ROMANTICISM TO REALISM IN LITERATURE AND ART POST-LECTURE QUIZ – Lecture Canvas
3 September Thursday	SOURCES OF THE UNHAPPY SELF POST-LECTURE QUIZ – Lecture Canvas
8 September Tuesday	TECHNOLOGY AND THE MODERN UNIVERSITY POST-LECTURE QUIZ – Lecture Canvas
10 September Thursday	THE VIENNA CIRCLE Scientific method – what makes for good science?
15 September Tuesday	ART AND MUSIC POST-LECTURE QUIZ – Lecture Canvas
17 September Thursday	ETHICS IN THE MODERN ERA AND ONWARD POST-LECTURE QUIZ – Lecture Canvas
22 September Tuesday	TECHNOLOGY AND CONSUMER CULTURE POST-LECTURE QUIZ – Lecture Canvas DUE: Reasoning in the Social Sciences Assignment (1000 words) required and rewritable (Area R SLO3, Area S SLO1&3, Area V SLO 2&3)
24 September Thursday	THE LIGHT BULB GOES ON POST-LECTURE QUIZ – Lecture Canvas
29 September Tuesday	MODERNISM IN ART AND LITERATURE POST-LECTURE QUIZ – Lecture Canvas
1 October Thursday	CLIMATE – UNDERSTANDING A CHANGING PLANET POST-LECTURE QUIZ – Lecture Canvas DUE: Experiencing Arts, Literature and Culture Assignment (1000 words) required (Area S SLO 2, Area V SLO 1&3) Elements of a scientific research report: hypothesis formulation, materials and methods data analysis (Area R, SLO 1, 3)
6 October Tuesday	EPIDEMICS AND PANDEMICS AND SOCIAL CHANGE POST-LECTURE QUIZ – Lecture Canvas

Date	Topics, Reading Discussions, Assignments, Deadlines and more
8 October Thursday	SAY YOU'RE ONE OF THEM SHARED SEMINAR - MIDTERM REVIEW
13 October Tuesday	TWENTIETH CENTURY ECONOMICS - KEYNES VS HAYEK and Today Shared Seminar - Documentary: Robert Reich's <i>Inequality for All</i>
15 October Thursday	Seminar: MIDTERM EXAMINATION
20 October Tuesday	WAR, BUREAUCRACY, AND THE TECHNOLOGY OF KILLING POST-LECTURE QUIZ – Lecture Canvas DUE: Scientific assignment, including relevant graphics (1000 words) required (Area R SLO1&3)
22 October Thursday	NEVERWHERE: CONTEMPORARY SOCIAL ISSUES AS POP CULTURE POST-LECTURE QUIZ – Lecture Canvas
27 October Tuesday	SCIENTIFIC ACHIEVEMENTS AND SHIFTING PARADIGMS POST-LECTURE QUIZ – Lecture Canvas
29 October Thursday	CHOICE IS NOT AN ALGORITHM POST-LECTURE QUIZ – Lecture Canvas
3 November Tuesday	THE POLITICS OF DISOBEDIENCE AND NON-VIOLENCE POST-LECTURE QUIZ – Lecture Canvas
5 November Thursday	CYBERNETICS: THE CREATION OF THE ANTHROPOCENE Shared Seminar - Discussion with Dr. Reckmeyer
10 November Tuesday	REVOLUTIONS OF RESISTANCE Shared Seminar – Viewing documentary: Cesar Chavez and the Farmworkers' Strike
12 November Thursday	ECONOMIC VIOLENCE - HOW FREE IS THE FREE MARKET? DUE: Experiencing Arts, Literature and Culture Assignment (1000 words) required (Area S SLO 2, Area V SLO 1&3)
17 November Tuesday	HUMAN STRIVING, HUMAN RIGHTS: POST-LECTURE QUIZ – Lecture Canvas
19 November Thursday	Viewing THE BATTLE OF ALGIERS , film director: Gillo Pontecorvo, 1966 continued into seminar; discussion of film after
24 November Tuesday	FIREWORLD: THE OCEANS' HEALTH, AND OURS POST-LECTURE QUIZ – Lecture Canvas

Date	Topics, Reading Discussions, Assignments, Deadlines and more
26 November Thursday	<i>THANKSGIVING HOLIDAY – NO CLASSES</i> <i>Enjoy!</i>
1 December Tuesday	FREEDOM AND INDEPENDENCE: FROM ALGERIA TO THE ARAB SPRING. POST-LECTURE QUIZ – Lecture Canvas
3 December Thursday	Reviewing the semester, preparing for exams, connecting the dots.
8 December Tuesday	STUDENT STUDY DAY – NO CLASSES
10 December Final Exam - Seminar	SEMINAR FINAL EXAM Thursday, December 10, 2:45-5:00 p.m.
11 December Final Exam – Lecture	LECTURE FINAL EXAM Friday, December 11, 2:45-5:00 p.m.