

**San José State University**  
**Humanities Department**  
**Humanities Honors 1A, Sections 01 & 02, Fall, 2020**

**Course and Contact Information**

Instructor(s):	Mary Okin
Email:	Mary.Okin@sjsu.edu
Office Hours and Location:	Thursdays, 12:00-1:00 p.m. (same Zoom meeting as seminar)
Class Days/Time:	Lecture: 9:00AM-10:15AM; Seminar: 10:30-11:45AM
Zoom meeting for lecture:	See Humanities 1A Lecture site homepage in Canvas for each day's link
Zoom link for seminar:	<a href="https://sjsu.zoom.us/j/94055809483?pwd=OGlRWTV0TmxUTThNaEZDbGd3ZXpsUT09">https://sjsu.zoom.us/j/94055809483?pwd=OGlRWTV0TmxUTThNaEZDbGd3ZXpsUT09</a>
Zoom Meeting Information:	<b>Meeting ID:</b> 940 5580 9483; <b>Password:</b> Hum1A; <b>Phone #:</b> 1.669.900.6833
Prerequisites:	Permission of Humanities Honors Coordinator
GE/SJSU Studies Category:	Over the four semesters of the course, the Humanities Honors Program satisfies areas: <b>A1</b> (Oral Communication), <b>A2</b> (Written Communication 1A), <b>A3</b> (Critical Thinking), <b>C1</b> (Arts), <b>C2</b> (Letters), <b>C3</b> (Written Communication 1B), <b>D2</b> (Comparative Systems), <b>D3</b> (Social Issues), <b>F1-2</b> (U.S. History and Constitution), and <b>F3</b> (California Government)

**Course Description**

Humanities Honors 1A offers an integrated, interdisciplinary introduction to the ideas, events and arts of Western and world culture that have influenced people in the ancient world. 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. In 1A we consider the earliest emergence of the visual arts, literature and philosophy, and explore the development of the first complex societies in many parts of the world.

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

Humanities 1A is a synchronous, 6-unit online course. Synchronous means that you are expected to attend lecture from 9:00 a.m. to 10:15 a.m. and then seminar from 10:30 a.m. to 11:45 a.m. You are required to have access to Zoom and to Canvas for attending and accessing course content. However, we understand that issues with wifi connectivity, server overload issues, and other technology related problems may impact your ability to attend class. When this happens, please let Prof. Okin know immediately. Please also pay attention to emails and Canvas announcements regarding changes to online meetings, such as new Zoom links (in case issues with Zoom meetings occur, which is sometimes the case). In addition, you will need technology for recording a brief five-minute presentation and uploading it to YouTube. This can be done in a variety of ways, including through PowerPoint via your computer, through ScreenCast, and even through Zoom.

## **Course Materials and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)). Please be sure to check your MySJSU email at <https://one.sjsu.edu/> often. If you use another email account regularly, you can set up forwarding to your personal email address so that you do not miss important communication or course updates. For instructions on how to do so, see the [How to Forward Messages from SJSU-Issued Email Account to Preferred Email Account](#)

## **Program Information**

The Humanities Honors Program is a General Education four-semester, six-unit per semester survey of the Foundations of World Cultures and Society (HUM 1A/HUM 1B) and Modern Cultural and Social Institutions (HUM 2A/HUM 2B). Centered on the interdisciplinary study of world culture, the Program emphasizes the interrelationship of the arts, world literatures, philosophy, and social institutions. Throughout the four semesters, students develop a foundational knowledge of the stories of human history and how civilizations have arisen and transformed into the cultures of the world today. Humanities Honors curriculum spans Antiquity (1A), the Middle Ages and Renaissance (1B), Revolutionary and Modern Eras (2A), and the Contemporary Era (2B).

## **GE Learning Outcomes (GELO)**

LO 1 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. Students will be able to: (GELO 1) identify and assess socially significant and intellectual topics, then compose and deliver extemporaneous oral presentations on these topics, (GELO 2) engage in critical and analytical listening, (GELO 3) analyze audiences, adapt oral presentations to audiences and use that information to accomplish the purpose of the speech, (GELO 4) assume the ethical responsibilities of the public speaker, including basic understanding of the economic, legal, and social issues surrounding the access and use of the information. These General Education learning outcomes are fulfilled by a speech, as well as readings, lectures, in-class and online discussions about important speakers. For example, we will study and discuss the role of oral communication in a variety of ancient world cultures.

LO 2 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. Students shall (GELO 1) demonstrate the ability to read actively and rhetorically, (GELO 2) demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance, (GELO 3) articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals (GELO 4) demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres, (GELO 5) demonstrate college-level language use, clarity, and grammatical proficiency in writing. These General Education learning outcomes are fulfilled by the Research Portfolio, Speech, Critical Thinking Assignments, Discussion Boards, and additionally assigned short form writing.

LO 3 Area A3: Critical Thinking and Writing courses should help students learn to recognize, analyze, evaluate, and produce reasoning. Students should be able to: (GELO 1) locate and evaluate sources, through library

research, and integrate research through appropriate citation and quotation, (GELO 2) present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view, (GELO 3) effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas, (GELO 4) identify and critically evaluate the assumptions in and the context of an argument, (GELO 5) effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences). These General Education learning outcomes are fulfilled by the Critical Thinking Assignments, Research Portfolio assignment, critical reading and notetaking, mini assignments, course lectures, and class discussion.

LO4 Areas C1-C2 Integrated Arts and Letters: Arts courses will enable students to (GELO 1- C1) recognize aesthetic qualities and processes that characterize works of the human intellect and imagination and (GELO 2-C1) respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression). (GELO 3- C2) Letters courses will enable students to recognize how significant works illuminate enduring human concerns and (GELO 4 -C2) respond to significant works by writing both research-based critical analyses and personal responses. (GELO 5 – C1/C2) Arts and Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness. These General Education learning outcomes are fulfilled by critical reading and notetaking, mini assignments, course lectures, class discussion, and the Research Portfolio Assignment, as well as additionally assigned short form writing.

LO5 Area D2: Comparative Systems: Students will be able to: (GELO 1) place contemporary developments in cultural, historical, environmental, and spatial contexts, (GELO 2) identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them (GELO 3) evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues (GELO 4) and compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. This learning outcome is fulfilled by course reading, lectures, and class discussion, Speech, Critical Thinking Assignment, a required Research Portfolio, and additional short-form writing assignments.

LO6 Area D3: Social Issues: Students will be able to: (GELO 1) place contemporary developments in cultural, historical, environmental, and spatial contexts, (GELO 2) identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them, (GELO 3) evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues, (GELO 4) apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels. These General Education learning outcomes are fulfilled by reading, lectures, and class discussion, a required Speech, and a required Research Portfolio.

### **Course Learning Outcomes (CLO)**

This course will aim to accomplish the following: Each student will have the opportunity to consider a survey of significant ideas, artefacts, and texts of modern world cultures. Over the course of the semester, students will be able to become familiar with the cultures and cultural exchanges that yielded these important developments, including the contributions and accomplishments of women and diverse cultural and religious groups. Students will do so by engaging in close readings of “texts,” including both written documents and visual culture, with critical attention paid to developing an aesthetic and poetic awareness regarding the many means of communication that different cultures and peoples engage in. Students will be encouraged to express their understanding, experiences, and views regarding course content by means of written assignments, public speaking, a recorded video, and online and in-class live presentation and discussion.

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

1. Experience **reading** primary documents (both texts and objects) related to Prehistoric and Ancient world cultures **critically**
2. Engage in college-level **directed** and **independent** undergraduate research
3. Engage in **professional communication** with a professor and peers
4. **Write original** short-form and longer-form reflective or research-based essays
5. Build skills in **logic and critical thinking**, including identifying various kinds of arguments
6. **Cite all sources appropriately** and **avoid plagiarism**
7. **Make connections** between ancient world cultures and everyday human life, and be able to explain, in some detail, why studying the past, its texts, and its objects is significant to our world today
8. Help to **lead discussion** and **present** independent research to a group
9. **Ask thoughtful questions** and support peers in doing the same

### **Required Texts/Readings**

The following textbooks contain your reading assignments for this semester. Please be sure to bring the books with you to class as assigned for each lecture itemized in the course schedule below.

#### **Textbook**

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

*Coogan, Michael D., et al., editors. The New Oxford Annotated Bible, New Revised Standard. 5th edition. New York: Oxford UP, 2010. ISBN 978-0190276072*

*Puchner, M. et al., editors. The Norton Anthology of World Literature, 4th edition, Volumes A, B, C; New York: Norton, 2018. ISBN 978-0393265903*

*Honour, Hugh and John Fleming. The Visual Arts: A History, Revised 7th edition. London: Laurence King Publishing, 2009. ISBN 9781780671178*

*Thucydides. The Peloponnesian War. Martin Hammond (translator). Oxford: Oxford University Press, 2009. ISBN 978-0192821911.*

#### **Other Readings**

All other readings required for this course will be made available through the Humanities 1A Canvas Lecture site at <https://sjsu.instructure.com/courses/1394212>. Links to the material will be posted in weekly modules.

#### **Other technology requirements / equipment / material**

1. **Ruled Notebook:** Please purchase a ruled notebook for taking notes during lecture and seminar this semester. Why is this a requirement? Research consistently shows that students learn better and develop deeper understanding of course material when taking notes by hand, which means that taking notes by hand will actually help you to better understand and remember materials for exams and quizzes. Another

reason is that notetaking is a valuable professional skill that is good to have in your toolset throughout your college career and beyond.

2. **Technology to access online platforms for learning:** A computer, laptop, smartphone, tablet or other device is required for viewing online lectures, attending live seminars via Zoom, participating in online and in-person discussion via Canvas and Zoom, recording a brief video.
3. **Software:** SJSU Offers **FREE** office and creative suite software to registered students. To download Microsoft Office, go to [Microsoft Office 365 Portal](#) and use your SJSU email to sign in. This will allow you to download Microsoft Word, PowerPoint, Excel, and other software that will be useful and necessary for your time with Humanities Honors. You can also download the Adobe Creative Suite following this link: <https://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html>

## Library Liaison

The Humanities Librarian is [Silke Higgins](#). Please feel free to contact her and make an appointment for advice and assistance as you engage in research. Her email address is [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu).

## SJSU Writing Center

The [San José State University Writing Center](#) offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. This is a wonderful resource to support your development as a writer in Humanities Honors and in your other classes.

## University Policies

Per [University Policy S16-9](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

## Classroom Protocol and Netiquette Expectations

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

**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 in an online environment. Instructors may interpret breaches of netiquette as "disruptive behavior."

In our Humanities Honors 1A online course, we will cultivate how to be:

1. **Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing how 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. Review all communications before sending or posting, including checking for spelling, grammar or formatting errors.
2. **Responsive.** Everyone is expected to check messages and respond in a prompt manner to communication from your professor, Peer Mentor, and your peers. In the context of our class, please respond to requests from Prof. Okin and Alona Hazen, your Peer Mentor, within 48 hours.
3. **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

you are having. 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.

4. **Collegial.** Keep in mind that every student is participating in our class in order to learn and anyone can make a simple mistake in research, knowledge or communication. When speaking to other students and to your professors address the idea/concept being discussed, rather than the person. Also, try to keep an open mind and focus on learning. If adverse conditions arise and communications get strained in our classroom, try to help rather than hinder. Collegiality means being kind, respectful and cooperative while working together to learn from one another and to build community as a class.
5. **Efficient In Messaging Professors and Colleagues.** When sending a message through Canvas your name and course number appears, however, when you send e-mails, a professor does not always know who you are and what class you are a part of. Be sure that you include your full name and that the subject line of your email is clear. Here are best practices for Humanities 1A email communication:
  - **General questions:** Subject line of your email: Hum 1A Question: [followed by what your question is about]. Body of email explains your question. If related to a specific class day, reading, or assignment please specify.
  - **Schedule an appointment:** Subject line of your email: Hum 1A Request for Appointment. Body of the email includes days and times you are available to meet within the next week.
  - **Request for extension:** Subject line of your email: Hum 1A: Request for Extension. Body of your email explains why you need more time to complete the assignment.
  - **Missing Class:** Subject line of your email: Hum 1A Absence. Body of your email explains why you missed class and how you plan to ensure you review the material that was covered.
  - **Technical Issues.** Subject line of your email: Hum 1A: Technical Issues. Body of your email explains what happened. If it is an urgent issue, please use the next type of email message listed. If the problem is serious and we are unable to resolve it easily, please email the IT Department at SJSU: <https://www.sjsu.edu/it/support/service-desk/index.php>
  - **Urgent Matters:** Subject line of your email: URGENT: Hum 1A: [Urgent Issue Description]. Body of your email explains what is going on and what you require (more time, help finding resources, etc.). Urgent emails are for serious issues, rather than requesting extensions or missing class.
  - **Other:** Please feel free to email me with any other question and concerns. When doing so, please include Hum 1A in your subject line, followed by the reason for your email.

**Remember, This Course is Online.** Your instructor and some of your fellow students may be located in very different parts of 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 do not put things off until the last moment.

**Prof. Okin's Response Times.** I will be checking email regularly during business hours, Monday through Thursday, 8:30 a.m. – 5:00 p.m. On these days, I will respond to emails typically within a few hours and within 24 hours at the latest. If you do not hear from me within 24 hours, “reply all” to your original email and let me know that you are waiting for a response. On Fridays and weekends, I will be checking email infrequently and may not respond until Monday morning.

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

SJSU's Academic Integrity Policy defines **Cheating** as: copying; submitting previously graded work; submitting work simultaneously in two or more courses without permission of the instructors; using or consulting prohibited materials; interfering with the grading process; being or using a surrogate; any other act that defrauds or misrepresents, including aiding others. The Academic Integrity Policy also defines **Plagiarism** as: using the ideas of another without proper citation or referencing the original author; representing another's intellectual property as one's own.

**The Humanities Honors Program takes cheating and plagiarism very seriously.** Students who engage in either cheating or plagiarism put themselves at risk of academic sanctions, including being reported to SJSU's office of Student Conduct and Ethical Development, which may impose additional administrative sanctions.

This semester, we will be focused on helping you cultivate skills that help you to avoid cheating and plagiarism, including strategies to give yourself plenty of time to be successful as students. If you have questions or concerns about completing an assignment, including if you feel rushed and need more time to develop original work or need to talk through your ideas and make sure you are on the right track, please ask questions in class, stay after class to talk, visit office hours, and email Prof. Okin to schedule an appointment to discuss concerns. I am here to help you be successful as Humanities Honors students and to help you to develop a foundation from which to pursue your professional goals with integrity.

### **University Guidelines for Student Success**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, reading, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Please remember that Humanities Honors is a six-unit class, which means that it may require 12-18 hours per week of your time, including attendance of lecture and seminar twice per week (5 hours per week), engaging in critical reading (4-6 hours per week, on average), going over your notes, researching, engaging in analytical thinking and writing, studying for exams, and so on (time commitment per week varies). Please be sure to go over the course schedule to **identify weeks in which you anticipate spending more time studying** (the week before and during exams and essay deadlines, for example), so that you can plan ahead and budget study time accordingly.

### **Course Requirements and Assignments**

#### **1. Growth Mindset**

Our first assignment in seminar is an extra credit assignment (worth up to 3% of your total course grade). In the assignment, you are asked to read and reflect upon an excerpt from Carol Dweck's book *Growth Mindset*. This book and its ideas are helpful for identifying ways to reframe the challenges of academic rigor in college and in the Humanities Honors Program and the book's ideas can help you cultivate good study habits and positive outlooks about learning. As we go along, we will talk about *Growth Mindset* as it relates to each of our assignments.

## 2. Reading Critically and Participating in Class Discussion

It is not possible to work effectively in this course if one were to rely on the lectures and class discussions alone, so expect to spend approximately four to six hours per week on the readings for this course. Humanities Honors students are asked to read each scheduled assignment **prior** to the day in which that reading is the subject of a lecture and seminar discussion. This means that the readings listed by date on the syllabus schedule are to be read in advance. For example, the first full lecture on our schedule (below) this semester will be “Prehistory, and the Arts and Culture of the Early Ancient World” on August 25, 2020 which means that you should be finished reading the material assigned for this lecture by 9:00 a.m. on August 25th, 2020.

Readings for Humanities Honors can be challenging, but please do not be discouraged! Remember, that part of what Humanities Honors is doing is building academic muscles and I am here to help you figure out how to become successful readers. The more that you read, the easier it becomes, so part of the process is just getting accustomed to reading more and more often.

It is strongly recommended that you strive to understand the readings, including taking notes, writing down questions as you read, looking up words you do not know, and perhaps reading a text or particularly challenging section more than once. Merely going through the motions of skimming or poring over pages will not help you to develop the invaluable skill of learning to read critically. Please bring your readings, reading notes, and questions to class and keep them in mind while listening to lecture. In seminar, you will then have the opportunity to draw upon your reading notes, reading questions, and also upon your notes from lecture when contributing to seminar discussion. Your notes will also help you prepare for in-class quizzes, and midterm and final examinations. Notetaking, reading critically, learning to ask critical questions, and participating fully in class meetings are valuable skills for cultivating knowledge and academic and professional success.

## 3. Examinations, Public Speaking, and Writing Requirements

A variety of writing assignments will be required 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 mid-term examination, and two final examinations (one in lecture and one in seminar). Students will also be required to complete one speech each semester.

In Humanities 1A, one speech will be required. The speech during Humanities 1A is a Epideictic (praise or blame speech), of three to five minutes in length, related to topics of the semester, and requiring 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. Explanations of the speech requirements will be described in seminar discussions and within Canvas. It is strongly recommended that students spend time practicing their speech prior to presenting.

Midterm and final examinations are required within Humanities Honors 1A. In preparing for exams, you are strongly encouraged to cultivate good study habits, including reading carefully, taking notes while reading and in class, attending class regularly, asking for notes from your peers if you miss lecture or seminar, and **talking with your professor about anything you are having trouble understanding**. You must also give yourself enough time to prepare, so plan for extra study time in the weeks leading up to your exams.

#### 4. Peer Mentor

The first year of Humanities Honors includes working with Peer Mentors, students who were previously Humanities Honors students themselves! In the course of our seminar this fall, you will hear presentations from Alona Hazen, your Humanities 1A peer mentor. You will be required to 1) meet with Alona twice this semester and 2) attend workshops that she and Britney Ortiz, your peer mentor next semester, will be hosting. Both Alona and Britney are part of Peer Connections, which offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University. SJSU Peer Connections tutoring and peer mentoring programs are internationally certified by the College Reading and Learning Association (CRLA). More information about [SJSU Peer Connections](http://peerconnections.sjsu.edu/) is available at <http://peerconnections.sjsu.edu/>.

#### 5. Research and Writing Expectations

College-level writing, like any other skill, requires cultivating good habits and college-level research requires being meticulous. This semester, we will work together as a class and as individuals on cultivating the ability to find and cite appropriate sources and to write original work. Developing your writing with the mentorship and support of faculty from the Humanities Honors Program will benefit your grade in Humanities Honors *as well as* the rest of your college career and your professional life. Many job applications ask that candidates have “strong written and verbal communication skills,” so do the work to strengthen yours!

That means **citing ALL sources used** in your work. Citing sources means that you must take care in keeping careful records of what you looked at when researching and writing your assignments, that you use quotes *or* in-text citations, and be sure to cite authors’ names or the titles of publications each time you draw from someone else’s ideas. As beginning students, you are going to be doing that quite often, so you want to be particularly careful in making sure you honor those writers who are helping you to learn. This semester, we will spend extensive time discussing citations and how getting into good habits with citing sources avoids plagiarism and helps you become stronger writers.

#### 6. Final Examination or Evaluation

Humanities Honors 1A will have a midterm examination and two final examinations. The midterm exam will take place on October 20<sup>th</sup> during seminar. The scheduled final exams will both take place through our Seminar Canvas site. In addition, the “Research Portfolio Project,” which is a series of smaller assignments throughout the semester, will have two culminating final components due near the end of the semester. These ask you to reflect upon and synthesize your experience as a researcher this semester in the form of a written travelogue and a “praise or blame” recorded speech.

#### Grading Information

Grades will be assigned through Canvas and they will be in the form of letter grades. The following chart indicates the grading scale for Humanities 1A:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>

<i>Grade</i>	<i>Percentage</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

The chart below includes all Hum 1A assignments, their due dates (with “day of” listed for deadlines that differ from student to student), and their percentage weight of your total grade.

<b>Assignments</b>	<b>Status</b>	<b>Due Date</b>	<b>Value</b>
Participation: Discussion: Online & In Class (5%)	Required	day of	5%
Resource Person Notes & Questions (5%); Discussion Lead (5%)	Required	day of	10%
Quizzes: Grammar (5%) and Lecture (10%)	Required	day of	15%
Meetings with Peer Mentor Alona Hazen	Required	day of	5%
Critical Thinking Exercises	Required	varies	5%
Research Portfolio: College Writing: The Basics	Required	Sept 17	5%
Research Portfolio: Selecting Cultures, Figures, Objects, and Sites	Required	Sept 22	5%
Research Portfolio: Annotated Bibliography	Required	Oct 13	5%
Research Portfolio: Experiencing Art: Cultures in Contact	Required	Oct 27	5%
Research Portfolio: Travelogue Narrative (required and rewritable)	Required	Nov 10	5%
Research Portfolio: Travelogue: Praise or Blame Recorded Speech	Required	Nov 24	5%
Mid-term examination (Seminar)	Required	day of	10%
Final Exam (Seminar)	Required	day of	10%
Final Exam (Lecture)	Required	day of	10%
Extra Credit Possibilities	optional	varies	varies

#### Determination of Grades

1. Letter grades for assignments are determined according to assignment rubrics posted in Canvas
2. Grades with +/- are awarded for exceeding expectations or not quite meeting them
3. Late work submitted after notifying Prof. Okin at least ONE day in advance of the deadline is eligible for full points; late work submitted without notifying Prof. Okin may be subject to grade penalties
4. Extra credit options will be made available to students at Professor Okin’s discretion. Extra credit does not replace the work of other assignments and will be scaled according to the amount of other work submitted for a total of up to 10% of semester grade for students who have submitted all other assignments and up to 5% for students who have not submitted most other assignments.

#### Grade Requirements for Completing Humanities Honors

To receive GE credit for Humanities Honors students must complete all four semesters of the course and each semester must be passed with a C- or better.

## **Additional Resources:**

The following is a list of additional campus resources.

### **Scholarships**

For information about internal SJSU scholarship programs and external funding opportunities, visit the Financial Aid and [Scholarships](http://www.sjsu.edu/faso/Scholarships/index.html) webpage at <http://www.sjsu.edu/faso/Scholarships/index.html>. The application to SJSU's Spartan Scholarships for the 2020-2021 academic year will be made available in January 2021.

### **Spartan Food Pantry**

The Spartan Food Pantry is the first full service, staffed, walk-in pantry offering non-perishable goods, fresh produce, and refrigerated goods at SJSU. This service is free to students **and is located at** Diaz Compean Student Union (exterior entrance across from Engineering Rotunda). To use the pantry students must bring their Tower ID Card and fill out an intake form at [https://sjsu.qualtrics.com/jfe/form/SV\\_0vqFXWJuIBOkfUV](https://sjsu.qualtrics.com/jfe/form/SV_0vqFXWJuIBOkfUV). For more information visit the [Spartan Food Pantry](http://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry/index.html) website at <http://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry/index.html>.

### **Campus Life & Health and Wellness**

There are lots of opportunities to get involved on campus. Visit the [Campus Life](http://www.sjsu.edu/campus-life/) page for more information at <http://www.sjsu.edu/campus-life/>. For a list of Health and Wellness resources and links, including information about the Wellness Lounge, Spartan Recreation, Student Organizations, the Student Health Center, Counseling and Psychological Services, the Accessible Education Center, and SJSU CARES, visit SJSU's [Health and Wellness](http://www.sjsu.edu/campus-life/health-and-wellness.php) webpage at <http://www.sjsu.edu/campus-life/health-and-wellness.php>.

## Humanities 1A, Fall, 2020

**Tuesday & Thursday: 9:00AM-10:15AM (lecture) and 10:30-11:45 (seminar)**

### Combined Course Schedule for Lecture and Seminar Sections of Humanities 1A:

Lecture	Date	Topics, Readings, and Assignments
1 - JS/All	August 20 (Thursday)	<p><b><u>Topic: Lecture: General Introduction to the Course.</u></b>            Welcome to the Humanities Honors Program!            - What we're working towards.            - Why it matters.            - How we'll get there.</p> <p><b>Seminar:</b> Introduction to Humanities 1A Seminar and Seminar Assignments; Introduction to Alona Hazen, Peer Mentor; Getting to know each other; Resource Person Sign Up, Office Hours information, and Extra Credit Opportunity #1</p>
2 - Prof. Smay	August 25 (Tuesday)	<p><b><u>Topic: Pre-history, and the Arts and Culture of the Early Ancient World</u></b></p> <p><b>Lecture:</b> Read: <i>The Visual Arts: A History</i>: Chapter 1 "Before History," pages 24-39; and Chapter 2 "Early Civilizations," pages 40-52; <i>Norton Anthology of World Literature</i>, volume A: <i>Epic of Gilgamesh</i>, pages 89-109, 118-130.</p> <p><b>Seminar:</b> Discuss Prehistory and Ancient Civilizations; Discuss Research Portfolio Assignment and College Writing: The Basics Module</p> <p><b>Due: Resource person sign up due; Getting to know you discussion!</b></p>
3 - Prof. Stenberg	August 27 (Thursday)	<p><b><u>Topic: "History Begins at Sumer": Sumerian and Semitic Cultures of West Asia.</u></b></p> <p><b>Lecture:</b> Read: <i>Norton Anthology of World Literature</i>, volume A: <i>Epic of Gilgamesh</i>, pages 131-145; <i>The Bible</i>: Genesis, chapters 1-4, 6-9; <i>Shared Canvas Lecture Sites</i>: Basic Logical Concepts; The Validity Tester.</p> <p><b>Seminar:</b> Navigating our Canvas Course review; What is an epic? Discuss Ancient Sumer and Epic of Gilgamesh; discuss logic: The Validity Tester</p> <p><b>Due: Extra Credit #1: Carol Dweck reflection and discussion due (up to 5% of course grade); Resource Persons announced</b></p>
4 - Prof. Rostankowski	September 1 (Tuesday)	<p><b><u>Topic: Ancient Africa</u></b></p> <p><b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i>, Strabo: Geography, c. 22 A.D., XVII.iii.1-11 from <i>Ancient History Sourcebook</i>: "Accounts of Ancient Mauretania", c. 430 BCE- 550 CE</p> <p><b>Seminar:</b> Discussion of Ancient Africa</p>

5 – Prof. Okin	<b>September 3 (Thursday)</b>	<p><b><u>North Africa: Egyptian History, Culture, and Arts</u></b></p> <p><b>Lecture:</b> Read: <i>The Visual Arts: A History</i>: Chapter 2: “Early Civilizations,” pages 52-65, Chapter 3: “Developments Across the Continents,” pages 80-94. <i>Norton Anthology of World Literature</i>, volume A: “Akhenaten’s Hymn to the Sun” pages 24-28; “Shipwrecked Sailor,” pages 873-879.</p> <p><b>Seminar:</b> Discussion of Ancient Egyptian art and Culture</p>
6 – Prof. Smay	<b>September 8 (Tuesday)</b>	<p><b><u>The Hebrew Bible: From National Epic to Historical Outline to Way of Life</u></b></p> <p><b>Lecture:</b> Read: <i>The Bible</i>: Genesis 12-13, 16-22, 37-50; Exodus 1-14, 20, 32, 37-50</p> <p><b>Seminar:</b> Discuss Readings; Introduction to Research Portfolio Project</p>
7 – Prof. Okin	<b>September 10 (Thursday)</b>	<p><b><u>Aegean Art and Culture</u></b></p> <p><b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i>, “Introducing Art History: A Guide to Special Terms and Methods” (pages 1-7); <i>The Visual Arts: A History</i>: Chapter 2: “Early Civilizations,” pages 65-75.</p> <p><b>Seminar:</b> Discuss Special Terms and Methods related to Art History and Ancient Aegean Art and Culture</p>
8 – Prof. Stenberg	<b>September 15 (Tuesday)</b>	<p><b><u>From Pre-Socratic Philosophy to Socrates.</u></b></p> <p><b>Lecture:</b> Read: <i>Norton Anthology of World Literature</i>, volume A: <i>Early Greek Philosophy</i>, pages 43-46; <i>Philosophic Classics</i>, Socrates, “The Apology,” pages 1-4, 21-37 <i>Shared Canvas Lecture Site</i>: The Argument Form Finder.</p> <p><b>Seminar:</b> Discuss Ancient Philosophy</p>
9 – Prof. Okin	<b>September 17 (Thursday)</b>	<p><b><u>The Visual Arts of Ancient Greece and Its Neighbors</u></b></p> <p><b>Lecture:</b> Read: <i>The Visual Arts: A History</i>, pages 116-138 (top), 149, 152-157; <i>Norton Anthology of World Literature</i>, volume A: <i>The Iliad</i>, pages 232-246.</p> <p><b>Seminar:</b> What are the characteristics of Ancient Greek art and who were Greece’s closest neighbors? How are Greece’s neighbors similar and different?</p> <p><b>Deadline: College Writing: The Basics</b></p>
10 – Prof. Smay	<b>September 22 (Tuesday)</b>	<p><b><u>Homer’s Iliad</u></b></p> <p><b>Lecture:</b> Read: <i>Norton Anthology of World Literature</i>, volume A: <i>The Iliad</i>, pages 256-271, 307-324; <i>Shared Canvas Lecture Site</i>, <i>The Iliad</i>, Books 19, 20, 23 (excerpts).</p> <p><b>Seminar:</b> Discuss key scenes, passages, and narrative structure of <i>The Iliad</i>; how does <i>The Iliad</i> compare to the <i>Epic of Gilgamesh</i>?</p> <p><b>Deadline:</b> Research Portfolio: Selecting Cultures, Figures, Objects, and Sites</p>
11 – Prof. Stenberg	<b>September 24 (Thursday)</b>	<p><b><u>Plato’s Republic: justice within us and justice in the world</u></b></p> <p><b>Lecture:</b> Read: <i>Philosophic Classics</i>, Plato, <i>Republic</i>, pages 66-70 (357a-369b); pages 78-97 (412b-445e); <i>Shared Canvas Lecture Site</i>: The Thought Experimenter.</p> <p><b>Seminar:</b> Why is Plato’s <i>Republic</i> so important? Logic: Thought Experiment Review</p>

12 - GUEST: Andy Wood	<b>September 29 (Tuesday)</b>	<p><b><u>Ancient Rhetoric</u></b></p> <p><b>Lecture:</b> Read: <i>Philosophical Classics</i>: Plato, <i>Euthyphro</i>, pages 8-20; <i>Shared Canvas Lecture Site</i>: Kennedy, <i>A New History of Classical Rhetoric</i> (Introduction: The Nature of Rhetoric); Aristotle, <i>Art of Rhetoric</i> (Book I, Chapters 1-3).</p> <p><b>Seminar:</b> What is Rhetoric? How is rhetoric developed in the Ancient world?</p>
13 - Prof. Smay	<b>October 1 (Thursday)</b>	<p><b><u>Thucydides and Athenian Imperialism</u></b></p> <p><b>Lecture:</b> Read: Thucydides, <i>The Peloponnesian War</i>, pages 39-48, 73-87, 143-157, 212-223, 400-408.</p> <p><b>Seminar:</b> Discuss Thucydides and connections to prior readings</p>
14 - Prof. Stenberg	<b>October 6 (Tuesday)</b>	<p><b><u>Aristotle on how to be happy: from form to functioning to flourishing</u></b></p> <p><b>Lecture:</b> Read: <i>Philosophic Classics</i>, Aristotle, <i>Nicomachean Ethics</i>, pages 164-167 (1094a-1096a10); pages 169-187 (1097a15-1109b27); <i>Shared Canvas Lecture Site</i>: The Counterexampler.</p> <p><b>Seminar:</b> Who is Aristotle? What are the central arguments of his <i>Nicomachean Ethics</i>? Logic: Counterexampler</p>
15 - Prof. Rostankowski	<b>October 8 (Thursday)</b>	<p><b><u>Athenian Drama and Social Values in Classical Greece (<i>Libation Bearers</i>)</u></b></p> <p><b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i>, Aeschylus, <i>The Libation Bearers</i> (all); <i>Norton Anthology of World Literature, Volume A</i>: Aristotle, <i>Poetics</i>, pages 1102-1106.</p> <p><b>Seminar:</b> Discuss the role of Ancient Greek literature and drama in shaping and reflecting upon everyday life</p>
16 - Prof. Rostankowski	<b>October 13 (Tuesday)</b>	<p><b><u>The Other: Slaves and Women in Ancient Cultures (<i>Medea</i>)</u></b></p> <p><b>Lecture:</b> Read: <i>Anthology of World Literature, Volume A</i>: Euripides, <i>Medea</i>, pages 756-790. <i>Shared Canvas Lecture Site</i>, "Letters from a Mesopotamian Princess."</p> <p><b>Seminar:</b> Define and discuss the role of the "the other" in the Ancient world <b>Deadline:</b> Research Portfolio: Annotated Bibliography</p>
17 - GUEST: David Mesher	<b>October 15 (Thursday)</b>	<p><b><u>Indian Literature and the <i>Ramayana</i> and the <i>Bhagavad Gita</i>.</u></b></p> <p><b>Lecture:</b> Read: <i>Norton Anthology of World Literature, Volume A</i>: <i>The Ramayana</i> (excerpts), pages TBD. <i>Bhagavad-Gita</i> (excerpts), pages TBD.</p> <p><b>Seminar:</b> Discuss Ancient Indian literature and its cultural impact; draw comparisons to past readings</p>
18 - Prof. Okin	<b>October 20 (Tuesday)</b>	<p><b><u>Classical Greece, Hellenism, and the Silk Road</u></b></p> <p><b>Lecture:</b> Read: <i>The Visual Arts: A History</i>, pages 138-149, 150-151, 160-178 (top).</p> <p><b>Seminar:</b> Midterm Examination</p>

19 - Prof. Smay	<b>October 22 (Thursday)</b>	<p><b><u>Han China &amp; the Ancient Mediterranean</u></b></p> <p><b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i>, Mo Tzu, “Honoring the Worthy,” pages 18-33; Han Fei Tzu, “The Way of the Ruler,” pages 16-20 and “Wielding Power,” pages 35-43.</p> <p><b>Seminar:</b> How do developments in Han China reveal similarities and differences to the cultures of the Ancient Mediterranean?</p>
20 - Prof. Rostankowski	<b>October 27 (Tuesday)</b>	<p><b><u>Confucius, Mencius, and Confucianism</u></b></p> <p><b>Lecture:</b> Read: <i>Norton Anthology of World Literature, Volume A</i>: Confucius, <i>The Analects</i>, pages 1326-1349.; <i>Shared Canvas Lecture Site</i>, Mencius, Book One, Part A.</p> <p><b>Seminar:</b> What is Confucianism and how does it help us to understand the cultures of Ancient Eastern Asia?</p> <p><b>Deadline:</b> Research Portfolio: Experiencing Art: Cultures in Contact</p>
21 - Prof. Stenberg	<b>October 29 (Thursday)</b>	<p><b><u>The Dao: Lao Zi and Daoism</u></b></p> <p><b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i>, Lao Zi, <i>Tao-Te Ching</i>, pages 136-176 (You may skip the “Comment” sections added by the editor); <i>The Intellectual Empathizer</i>.</p> <p><b>Seminar:</b> What is the Dao and what does it teach us about Ancient philosophy in Eastern Asia; connect lecture to Logic: <i>The Intellectual Empathizer</i></p>
22 - GUEST Johanna Movassat	<b>November 3 (Tuesday)</b>	<p><b><u>The History of the Silk Road in the Visual Arts</u></b></p> <p><b>Lecture:</b> Read: <i>The Visual Arts: A History</i>, pages 75-79, 95-109, 255-265.</p> <p><b>Seminar:</b> Discuss the significance of the Silk Road; Possible guest visit: Johanna Movassat</p>
23 - Prof. Okin	<b>November 5 (Thursday)</b>	<p><b><u>South Asian Civilization: Art and Literature</u></b></p> <p><b>Lecture:</b> Read: <i>The Visual Arts: A History</i>, pages 216-255.</p> <p><b>Seminar:</b> Discuss Ancient Indian artmaking. What makes it distinctive and what are its similarities and difference to other sites and objects we have visited in 1A</p>
24 - Prof. Stenberg	<b>November 10 (Tuesday)</b>	<p><b><u>Buddhism as Road to Salvation: Release from Suffering through Knowledge of the Way Things Are</u></b></p> <p><b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i>, <i>Early Buddhism</i>, pages 16-19; <i>The Dhammapada</i>, pages 1-32; <i>The Objector: Deductive Arguments</i>.</p> <p><b>Seminar:</b> What is Buddhism. How is it innovative? How is it different from other East Asian and Western religious systems? Logic: Deductive Arguments</p> <p><b>Deadline:</b> Research Portfolio: Travelogue Narrative</p>

25 – Prof. Rostankowski	<b>November 12 (Thursday)</b>	<b><u>Wisdom Literature in Cross-Cultural Perspective</u></b> <b>Lecture:</b> Read: <i>The Bible</i> : Ruth, Chapters 1-4. Proverbs, Chapters 8 (verses. 1-21), 26, 31 (verses 10-31); <i>Ecclesiastes</i> , Chapters 1-4; Job, Chapters 1-13, 38-42. <i>Norton Anthology of World Literature</i> , volume A: Aesop, Fables, pages 603-4, 606-607, 611-612. <i>Shared Canvas Lecture Site</i> : “Precepts of Ptah-Hotep” (excerpts).  <b>Seminar:</b> What is Wisdom literature? How does wisdom literature across cultures compare?
26 – Prof. Smay	<b>November 17 (Tuesday)</b>	<b><u>Republican Rome</u></b> <b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i> , Polybius, Books 1 and 6 ( <i>selections</i> ); Livy, Books 1 and 2 ( <i>selections</i> ).  <b>Seminar:</b> What was everyday life like in Republican Rome? How was it similar to or different from life in Ancient Greece or in Western or Eastern Asia?
27 – GUEST: Revathi Krishnaswamy	<b>November 19 (Thursday)</b>	<b><u>Ancient Influences: East to West</u></b> <b>Lecture:</b> Read: TBD  <b>Seminar:</b> Delve deeper into the history of the Silk Road
28 – Prof. Rostankowski	<b>November 24 (Tuesday)</b>	<b><u>Roman Epic and Political Role of Literature</u></b> <b>Lecture:</b> Read: <i>Norton Anthology of World Literature</i> , volume A: Virgil, <i>The Aeneid</i> (excerpts from Books. II, IV, VIII, XII), pages 947-969, 974--983, 987-989; 1014-1018; and pages 1021-1025. [Comparative perspective:] <i>Norton Anthology of World Literature</i> , volume A: Homer, <i>The Iliad</i> (excerpt from Book XVIII, Achilles’ shield), pages 291-296). <i>Shared Canvas Lecture Site</i> : When Achilles and Aeneas meet at Troy from <i>The Iliad</i> , Book XX)  <b>Seminar:</b> How does the <i>Aeneid</i> compare to the <i>Iliad</i> ? <b>Deadline:</b> Research Portfolio Travelogue: Praise or Blame Recorded Speech
	<b>November 26</b>	<b><u>Thanksgiving holiday – no class.</u></b>
29 – Prof. Smay	<b>December 1 (Tuesday)</b>	<b><u>Imperial Rome</u></b> <b>Lecture:</b> Read: <i>Shared Canvas Lecture Site</i> , Tacitus, <i>Annales</i> ( <i>selections</i> ).  <b>Seminar:</b> Who is Tacitus and what does his perspective teach us? <b>Deadline:</b> Comment on at least three Travelogue Speeches; Final Revision of Research Portfolio Travelogue Narrative
30 – Prof. Okin	<b>December 3 (Thursday)</b>	<b><u>Etruscan and Roman Art</u></b> <b>Lecture:</b> Read: <i>The Visual Arts: A History</i> , pages 157-164, 178-213.  <b>Seminar:</b> Review for final exam; course goodbyes, and shout outs!
<b><u>Final Seminar Exam</u></b>	<b>15 December (Tuesday)</b>	<b>This examination will take place on your <u>seminar Canvas site</u> from 9:45 a.m. to 12:00 p.m. The exam will open under “Quizzes” at 9:45 a.m.</b>
<b><u>Final Lecture Exam</u></b>	<b>9 December (Wednesday)</b>	<b>This examination will take place on your <u>seminar Canvas site also</u> from 7:15 a.m. to 9:30 a.m. The exam will open under “Quizzes” at 7:15 a.m. <b>This Exam starts earlier than usual-- SET YOUR ALARM!!!!</b></b>