

**San José State University**  
**Humanities Department**  
**Hum 1A, Ancient Era, Seminar Section 06, Fall, 2020**

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|----------------------------------|--|
| <b>Instructor:</b>               | Cynthia Rostankowski, Ph.D.  |
| <b>Office Location:</b>          | Clark Hall 441   |
| <b>Telephone:</b>                | Not relevant during COVID-19   |
| <b>Email:</b>                    | <a href="mailto:cynthia.rostankowski@sjsu.edu">cynthia.rostankowski@sjsu.edu</a>   |
| <b>Office Hours:</b>             | Wednesdays 1:30-3:00 pm via live Zoom and by appointment   |
| <b>Class Days/Time:</b>          | Lecture: Tuesdays and Thursdays, 9:00-10:15 am<br>Seminar: Tuesdays and Thursdays, 10:30-11:45 am.   |
| <b>Classroom:</b>                | Online   |
| <b>Prerequisites:</b>            | Permission of Humanities Honors Coordinator  |
| <b>GE/SJSU Studies Category:</b> | 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>D2</b> (Comparative Systems), <b>D3</b> (Social Issues), <b>US1-2</b> (U.S. History and Constitution), and <b>US3</b> (California Government) |

### **Faculty Web Page and MYSJSU Messaging**

Copies of the course syllabus and major assignment sheets may be found on the Canvas learning management system 1A 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**

Humanities 1A offers an integrated, interdisciplinary introduction to ideas, events and arts of Western culture and the world that have endured and influenced people for centuries. We look at the development of Western culture from a variety of perspectives. Our aim is to develop an understanding of the origins of the values, institutions and attitudes that have contributed to producing the complex and diverse culture we share today.

We begin with the arts, literature and history of parts of Asia and Africa by examining the early cultures of Mesopotamia, Egypt, Israel, India and China. Since these cultures provide the groundwork for the development of later civilizations not only on parts of the two continents mentioned, but also on the European continent, we see how the movement from east and south to the Aegean and Mediterranean regions stimulates the growth of the Greek city-states and later the Roman Empire.

## Course Goals and Student Learning Objectives

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

## Learning Outcomes and Course Goals

### GE/SJSU Studies Learning Outcomes (GELO)

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

GELO1 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.

GELO2 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.

GELO3 Area A3: Critical thinking courses should help students learn to recognize, analyze, evaluate, and produce reasoning.

GELO4 Areas C1-2: Arts and Letters courses should give students knowledge and understanding of significant works of the human intellect and imagination. Courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

GELO5 Area D2: Courses in this area will enable students to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

GELO6 Area D3: Social Issues courses will enable students to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

GELO7 Area F1-2-3: Courses in American Institutions (US History, US Constitution, and California Government) should expose students to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which we live.

### Required Texts/Readings

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

\*Coogan, Michael D., et al., editors. *The New Oxford Annotated Bible, New Revised Standard*. 5<sup>th</sup> 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 7<sup>th</sup> edition. London: Laurence King Publishing, 2009. ISBN 9781780671178

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

Books marked with an asterisk (\*) will be used in subsequent semesters. Please retain them. If you are considering renting your textbooks, instead of buying them, please be aware that you would have to rent most of these titles multiple times: Baird, for 4 semesters; Puchner, for 3 semesters; Honour & Fleming, for 4 semesters; the Bible for 2 semesters. As to the edition of the Bible, we recommend the Oxford edition listed above because of the quality of its translations, notes, and other scholarship. However, if you already own a complete and unedited Bible in an academically-suitable translation, you may check with your professor on the first day of class to see whether it will be an acceptable substitute. The ISBN numbers listed for Puchner are for the multi-volume sets; if you are buying those texts used, you may have to purchase them individually, so be sure you are getting the correct edition and volumes.

### Other Readings

(All other readings will be available in in the *HUM 1A SHARED CANVAS LECTURE SITE*.)

### Library Liaison

The Humanities Librarian is [Silke.Higgins@sjsu.edu](mailto: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 1A

| Assignments   | Due Date             | Value |
|---|----------------------|-------|
| Mid-term examination (in seminar) - required                | 20 October           | 10%   |
| Final Exam (Lecture) - required 7:15 a.m.- 9:30 a.m.        | 9 December           | 10%   |
| Final Exam (Seminar) - required 9:45 a.m.-12:00 p.m.        | 15 December          | 10%   |
| Critical Thinking Essay (3 pages) - required and rewritable | 22 September         | 10%   |
| Research writing projects (3) - required and rewritable     | See Seminar schedule | 15%   |
| Experiencing art activity - required and rewritable         | 15 October           | 10%   |
| Lecture quizzes   | Day of lecture       | 10%   |
| Grammar quizzes (See Modules for handouts)                  | See Seminar schedule | 5%    |
| Critical thinking worksheets (See Modules for worksheets)   | See Seminar schedule | 5%    |
| Class participation, <b>including a speech</b> (5%)         |                      | 15%   |

Please note, this course must be passed with a C- or better as a CSU graduation requirement to complete each General Education 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."

### **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](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>.

# Humanities Honors 1A **Lecture and Reading Schedule**, Fall 2020

For information regarding every other aspect of Humanities Honors 1A, see the Seminar Syllabus, provided by your assigned Seminar instructor.

## Seminar Sections

| Professor            | Email Address                 | Section |
|----------------------|-------------------------------|---------|
| Mary Okin            | Mary.Okin@sjsu.edu            | 02      |
| Cynthia Rostankowski | Cynthia.Rostankowski@sjsu.edu | 06      |
| Greg Smay            | Gregory.Smay@sjsu.edu         | 08      |
| Joseph Stenberg      | Joseph.Stenberg@sjsu.edu      | 04      |

## Lecture Course Schedule

Please note that this schedule is subject to change. Students will be notified if changes occur, both in class and electronically through Canvas.

| Lecture    | Date                           | Topics, Readings, and Assignments   |
|------------|--------------------------------|---|
| 1 - JS/All | <b>August 20</b><br>(Thursday) | <b><u>General Introduction to the Course.</u></b><br>Welcome to the Humanities Honors Program!<br>- What we're working towards.<br>- Why it matters.<br>- How we'll get there.  |
| 2 - GS     | <b>August 25</b><br>(Tuesday)  | <b><u>Pre-history, and the Arts and Culture of the Early Ancient World</u></b><br><b>Read:</b> <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. |
| 3 - JS     | <b>August 27</b><br>(Thursday) | <b><u>"History Begins at Sumer": Sumerian and Semitic Cultures of West Asia.</u></b><br><b>Read:</b> <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. |

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| 4 - CR                                   | September 1<br>(Tuesday)   | <b><u>Ancient Africa</u></b><br><b>Read:</b> <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   |
| 5 - MO                                   | September 3<br>(Thursday)  | <b><u>North Africa: Egyptian History, Culture, and Arts</u></b><br><b>Read:</b> <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. |
| 6 - GS                                   | September 8<br>(Tuesday)   | <b><u>The Hebrew Bible: From National Epic to Historical Outline to Way of Life</u></b><br><b>Read:</b> <i>The Bible</i> : Genesis 12-13, 16-22, 37-50; Exodus 1-14, 20, 32, 37-50   |
| 7 - MO                                   | September 10<br>(Thursday) | <b><u>Aegean Art and Culture</u></b><br><b>Read:</b> <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.   |
| 8 - JS                                   | September 15<br>(Tuesday)  | <b><u>From Pre-Socratic Philosophy to Socrates.</u></b><br><b>Read:</b> <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<br><i>Shared Canvas Lecture Site</i> : The Argument Form Finder.  |
| 9 - MO                                   | September 17<br>(Thursday) | <b><u>The Visual Arts of Ancient Greece and Its Neighbors</u></b><br><b>Read:</b> <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.   |
| 10 - GS                                  | September 22<br>(Tuesday)  | <b><u>Homer's Iliad</u></b><br><b>Read:</b> <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).   |
| 11 - JS                                  | September 24<br>(Thursday) | <b><u>Plato's Republic: justice within us and justice in the world</u></b><br><b>Read:</b> <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.  |
| 12 -<br>Andy Wood<br>(Guest<br>Lecturer) | September 29<br>(Tuesday)  | <b><u>Ancient Rhetoric</u></b><br><b>Read:</b> <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).   |

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| 13 - GS                                     | <b>October 1<br/>(Thursday)</b>  | <b><u>Thucydides and Athenian Imperialism</u></b><br><b>Read:</b> Thucydides, <i>The Peloponnesian War</i> , pages 39-48, 73-87, 143-157, 212-223, 400-408.   |
| 14 - JS                                     | <b>October 6<br/>(Tuesday)</b>   | <b><u>Aristotle on how to be happy: from form to functioning to flourishing</u></b><br><b>Read:</b> <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.   |
| 15 - CR                                     | <b>October 8<br/>(Thursday)</b>  | <b><u>Athenian Drama and Social Values in Classical Greece (<i>Libation Bearers</i>)</u></b><br><b>Read:</b> <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. |
| 16 - CR                                     | <b>October 13<br/>(Tuesday)</b>  | <b><u>The Other: Slaves and Women in Ancient Cultures (<i>Medea</i>)</u></b><br><b>Read:</b> <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."                                  |
| 17 -<br>David Mesher<br>(Guest<br>Lecturer) | <b>October 15<br/>(Thursday)</b> | <b><u>Indian Literature and the <i>Ramayana</i> and the <i>Bhagavad Gita</i>.</u></b><br><b>Read:</b> <i>Norton Anthology of World Literature, Volume A: The Ramayana</i> (excerpts), pages TBD. <i>Bhagavad-Gita</i> (excerpts), pages TBD.  |
| 18 - MO                                     | <b>October 20<br/>(Tuesday)</b>  | <b><u>Classical Greece, Hellenism, and the Silk Road</u></b><br><b>Read:</b> <i>The Visual Arts: A History</i> , pages 138-149, 150-151, 160-178 (top).<br><br><b><u>MIDTERM EXAM IN SEMINAR!</u></b>   |
| 19 - GS                                     | <b>October 22<br/>(Thursday)</b> | <b><u>Han China &amp; the Ancient Mediterranean</u></b><br><b>Read:</b> <i>Shared Canvas Lecture Site</i> , <del>Mencius, Book One, Part A</del> ; 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.                  |
| 20 - CR                                     | <b>October 27<br/>(Tuesday)</b>  | <b><u>Confucius, Mencius, and Confucianism</u></b><br><b>Read:</b> <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  |
| 21 - JS                                     | <b>October 29<br/>(Thursday)</b> | <b><u>The Dao: Lao Zi and Daoism</u></b><br><b>Read:</b> <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> .  |

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| 22 -<br>Johanna<br>Movassat<br>(Guest<br>Lecturer)     | November 3<br>(Tuesday)   | <b><u>The History of the Silk Road in the Visual Arts</u></b><br>Read: <i>The Visual Arts: A History</i> , pages 75-79, 95-109, 255-265.  |
| 23 - MO  | November 5<br>(Thursday)  | <b><u>South Asian Civilization: Art and Literature</u></b><br>Read: <i>The Visual Arts: A History</i> , pages 216-255.  |
| 24 - JS  | November 10<br>(Tuesday)  | <b><u>Buddhism as Road to Salvation: Release from Suffering through Knowledge of the Way Things Are</u></b><br>Read: <i>Shared Canvas Lecture Site, Early Buddhism</i> , pages 16-19; <i>The Dhammapada</i> , pages 1-32; <i>The Objector: Deductive Arguments</i> .  |
| 25 - CR  | November 12<br>(Thursday) | <b><u>Wisdom Literature in Cross-Cultural Perspective</u></b><br>Read: <i>The Bible: Ruth</i> , Chapters 1-4. <i>Proverbs</i> , Chapters 8 (verses. 1-21), 26, 31 (verses 10-31); <i>Ecclesiastes</i> , Chapters 1-4; <i>Job</i> , Chapters 1-13, 38-42.<br><i>Norton Anthology of World Literature</i> , volume A: Aesop, Fables, pages 603-4, 606-607, 611-612. <i>Shared Canvas Lecture Site: "Precepts of Ptah-Hotep"</i> (excerpts).   |
| 26 - GS  | November 17<br>(Tuesday)  | <b><u>Republican Rome</u></b><br>Read: <i>Shared Canvas Lecture Site</i> , Polybius, Books 1 and 6 ( <i>selections</i> ); Livy, Books 1 and 2 ( <i>selections</i> ).  |
| 27 -<br>Revathi<br>Krishnaswamy<br>(Guest<br>Lecturer) | November 19<br>(Thursday) | <b><u>Ancient Influences: East to West</u></b><br>Read: TBD   |
| 28 - CR  | November 24<br>(Tuesday)  | <b><u>Roman Epic and Political Role of Literature</u></b><br>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: When Achilles and Aeneas meet at Troy from The Iliad, Book XX</i> ) |
|  | November 26<br>(Thursday) | <b><u>Thanksgiving holiday - no class.</u></b>  |
| 29 - GS  | December 1<br>(Tuesday)   | <b><u>Imperial Rome</u></b><br>Read: <i>Shared Canvas Lecture Site</i> , Tacitus, <i>Annales</i> ( <i>selections</i> ).   |

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| 30 - MO                          | December 3<br>(Thursday)   | <b><u>Etruscan and Roman Art</u></b><br>Read: <i>The Visual Arts: A History</i> , pages 157-164, 178-213.                   |
| <b><u>Final Seminar Exam</u></b> | 15 December<br>(Tuesday)<br>9:45 a.m. to<br>12:00 noon   | This examination will take place on your <b><u>seminar Canvas site</u></b> . It will open under "Quizzes" at 9:45 a.m.      |
| <b><u>Final Lecture Exam</u></b> | 9 December<br>(Wednesday)<br>7:15 a.m. to<br>9:30 a.m.<br><b>BE SURE TO<br/>SET YOUR<br/>ALARMS!</b> | This examination will take place on your <b><u>seminar Canvas site also</u></b> . It will open under "Quizzes" at 7:15 a.m. |

## HUM 1A / Humanities 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<br>Thursday   | <b><u>General Introduction to the Course.</u></b>   |
| 25 August<br>Tuesday    | <b><u>Pre-history, and the Arts and Culture of the Early Ancient World</u></b><br><br>POST-LECTURE QUIZ – Lecture Canvas                                |
| 27 August<br>Thursday   | <b><u>"History Begins at Sumer": Sumerian and Semitic Cultures of West Asia.</u></b><br><br>POST-LECTURE QUIZ – Lecture Canvas                          |
| 1 September<br>Tuesday  | <b><u>Ancient Africa</u></b><br><br>POST-LECTURE QUIZ – Lecture Canvas  |
| 3 September<br>Thursday | <b><u>North Africa: Egyptian History, Culture, and Arts</u></b><br><br>POST-LECTURE QUIZ – Lecture Canvas<br>Grammar Quiz #1: They're v. Their v. There |

| Date                     | Topics, Reading Discussions, Assignments, Deadlines and more  |
|--------------------------|---|
| 8 September<br>Tuesday   | <p><b><u>The Hebrew Bible: From National Epic to Historical Outline to Way of Life</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>                                    |
| 10 September<br>Thursday | <p><b><u>Aegean Art and Culture</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Validity Tester Worksheet DUE</p>   |
| 15 September<br>Tuesday  | <p><b><u>From Pre-Socratic Philosophy to Socrates.</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #2: Your v. You're</p>                                |
| 17 September<br>Thursday | <p><b><u>The Visual Arts of Ancient Greece and Its Neighbors</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>  |
| 22 September<br>Tuesday  | <p><b><u>Homer's Iliad</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Argument Form Finder Worksheet DUE<br/>Critical Thinking Essay DUE</p>                         |
| 24 September<br>Thursday | <p><b><u>Plato's Republic: justice within us and justice in the world</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #3: Its v. It's</p>                |
| 29 September<br>Tuesday  | <p><b><u>Ancient Rhetoric</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>   |
| 1 October<br>Thursday    | <p><b><u>Thucydides and Athenian Imperialism</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>First research activity DUE</p>  |
| 6 October<br>Tuesday     | <p><b><u>Aristotle on how to be happy: from form to functioning to flourishing</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Thought Experimenter Worksheet DUE</p> |

| Date                   | Topics, Reading Discussions, Assignments, Deadlines and more  |
|------------------------|---|
| 8 October<br>Thursday  | <p><b><u>Athenian Drama and Social Values in Classical Greece (<i>Libation Bearers</i>)</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #4: i.e. v. e.g.</p>                   |
| 13 October<br>Tuesday  | <p><b><u>The Other: Slaves and Women in Ancient Cultures (<i>Medea</i>)</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>   |
| 15 October<br>Thursday | <p><b><u>Indian Literature and the <i>Ramayana</i> and the <i>Bhagavad Gita</i>.</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #5: cf.<br/>Experiencing Art Activity DUE</p> |
| 20 October<br>Tuesday  | <p><b><u>Classical Greece, Hellenism, and the Silk Road</u></b></p> <p><b><u>MIDTERM EXAM IN SEMINAR!</u></b></p>   |
| 22 October<br>Thursday | <p><b><u>Han China &amp; the Ancient Mediterranean</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Counterexampler Worksheet DUE</p>  |
| 27 October<br>Tuesday  | <p><b><u>Confucius, Mencius, and Confucianism</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>   |
| 29 October<br>Thursday | <p><b><u>The Dao: Lao Zi and Daoism</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #6: Who v. That</p>  |
| 3 November<br>Tuesday  | <p><b><u>The History of the Silk Road in the Visual Arts</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Research activity DUE</p>  |
| 5 November<br>Thursday | <p><b><u>South Asian Civilization: Art and Literature</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Intellectual Empathizer Worksheet DUE</p>   |

| Date  | Topics, Reading Discussions, Assignments, Deadlines and more   |
|---|--|
| 10 November<br>Tuesday                                    | <p><b><u>Buddhism as Road to Salvation: Release from Suffering through Knowledge of the Way Things Are</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz 7: Who v. Whom v. Whose v. Who’s</p> |
| 12 November<br>Thursday                                   | <p><b><u>Wisdom Literature in Cross-Cultural Perspective</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas</p>   |
| 17 November<br>Tuesday                                    | <p><b><u>Republican Rome</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #8: Less v. Fewer</p>  |
| 19 November<br>Thursday                                   | <p><b><u>Ancient Influences: East to West</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Research activity DUE</p>  |
| 24 November<br>Tuesday                                    | <p><b><u>Roman Epic and Political Role of Literature</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #9: Semicolons</p>   |
| 26 November<br>Thursday                                   | <p><b><u>Thanksgiving holiday - no class.</u></b></p>  |
| 1 December<br>Tuesday                                     | <p><b><u>Imperial Rome</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>The Objector Worksheet DUE<br/>Grammar Quiz #10: Between v. Among</p>   |
| 3 December<br>Thursday                                    | <p><b><u>Etruscan and Roman Art</u></b></p> <p>POST-LECTURE QUIZ – Lecture Canvas<br/>Grammar Quiz #11: Cumulative Grammar Quiz</p>  |
| 9 December<br>Wednesday<br>Final Exam –<br><b>Lecture</b> | <p><b>This examination will take place on your <u>seminar Canvas site also</u>. It will open under “Quizzes” at 7:15 a.m.</b></p>  |
| 1 December<br>Final Exam -<br><b>Seminar</b>              | <p><b>This examination will take place on your <u>seminar Canvas site</u>. It will open under “Quizzes” at 9:45 a.m.</b></p>   |