

San José State University
Humanities Department
Humanities Honors, 1B, Section 05 & 06, Spring, 2021

Course and Contact Information

Instructor(s):	Dr. Arthur Zárate
Email:	arthur.zarate@sjsu.edu
Office Hours:	Thursdays, 7:30-8:30 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 1B Lecture site homepage in Canvas for each day's link
Zoom meeting for seminar:	https://sjsu.zoom.us/j/81434079907?pwd=YUpYZHVWSlJIU2ZRVzBSUS9kaEVWdz09 Password: 325667
Classroom:	See Humanities 1B Lecture site homepage in Canvas for each day's link
Prerequisites:	Permission of Humanities Honors Coordinator
GE/SJSU Studies Category:	Over the four semesters of the course, the Humanities Honors Program satisfies areas: A1 (Oral Communication), A2 (Written Communication 1B), A3 (Critical Thinking), C1 (Arts), C2 (Letters), C3 (Written Communication 1B), D2 (Comparative Systems), D3 (Social Issues), F1-2 (U.S. History and Constitution), and F3 (California Government)

Course Description

Humanities Honors 1B offers an integrated, interdisciplinary introduction to the ideas, events and arts of Western and world culture than have influenced people in the medieval 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 1B we consider further developments of the visual arts, literature and philosophy, and societies in many parts of the world.

Course Format

Humanities 1B is a synchronous, 6-unit online course. 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. Zárate know immediately.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found Canvas. 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.

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 1B/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 (1B), 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 medieval world cultures.

LO 2 Area A2: Written communication 1B 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, the Research Portfolio Assignment, Arts Experience 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 assignments, a required Research Portfolio, the Resource Person assignment, 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, Resource Person assignment, 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 medieval 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. 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 Medieval 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. **Make connections** between medieval 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
6. Help to **lead discussion** and **present** independent research to a group
7. **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

Machiavelli, *The Prince* (all), download the book through Project Gutenberg or read online: <https://www.gutenberg.org/ebooks/57037>

Shakespeare, William. *The Tragedy of Othello, the Moor of Venice*. (all) download the play through Project Gutenberg or read online: <http://www.gutenberg.org/files/1531/1531-h/1531-h.htm>

Other Readings

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

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.

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.

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.

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>.

Course Requirements and Assignments

1. 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.

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. 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.

2. 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 1B, one speech will be required. The speech during Humanities 1B is an Exegetical 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 1B. 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.

3. 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 1B 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/>.

4. 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.

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.

5. Final Examination or Evaluation

Humanities Honors 1B will have a midterm examination and two final examinations. The midterm exam will take place on March 18th during seminar. The scheduled final exams will both take place through our Seminar Canvas site.

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 1B:

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>94 to 100%</i>

<i>Grade</i>	<i>Percentage</i>
<i>A minus</i>	<i>90 to 93.9%</i>
<i>B plus</i>	<i>86 to 89.9 %</i>
<i>B</i>	<i>83 to 85.9%</i>
<i>B minus</i>	<i>80 to 82.9%</i>
<i>C plus</i>	<i>76 to 79.9%</i>
<i>C</i>	<i>73 to 75.9%</i>
<i>C minus</i>	<i>70 to 72.9%</i>
<i>D plus</i>	<i>66 to 69.9%</i>
<i>D</i>	<i>63 to 65.9%</i>
<i>D minus</i>	<i>60 to 62.9%</i>

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

Assignments	Status	Due Date	Value
Participation in Seminar: Online & In Class	Required	daily	10%
Resource Person Notes & Questions (10%); Discussion Lead (5%)	Required	day of	15%
Quizzes: Lecture	Required	day of	10%
Critical Thinking Exercises	Required	varies	5%
Meeting with Peer Mentor	Required	day of	2.5%
Research Portfolio: Selecting A Research Topic and Question	Required	Mar 4	2.5%
Research Portfolio: Thesis Draft and Annotated Bibliography	Required	Mar 23	5%
Experiencing Art Essay	Required	Apr 13	5%
Research Portfolio: Argumentative Research Paper Rough Draft	Required	Apr 27	5%
Research Portfolio: Recorded Exegetical Speech (& 2-page outline)	Required	May 4	5%
Research Portfolio: Argumentative Research Paper Final Paper	Required	May 11	5%
Mid-term examination (Seminar)	Required	day of	10%
Final Exam (Seminar)	Required	day of	10%
Final Exam (Lecture)	Required	day of	10%

Determination of Grades

- Letter grades for assignments are determined according to assignment rubrics posted in Canvas
- Grades with +/- are awarded for exceeding expectations or not quite meeting them
- Late work submitted after notifying Prof. Zárate at least ONE day in advance of the deadline is eligible for full points; late work submitted without notifying Prof. Zárate may be subject to grade penalties

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. 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 1B / Medieval Cultures, Spring, 2021 Course Schedule

The following schedule is subject to change. Any changes will be announced in seminar and through Canvas.

Course Schedule

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	TR	1/28 GS	<p>Welcome and Introduction to the semester!</p> <p>Topic: The Origins of Christianity and its Texts from the Eastern Mediterranean Socio-Political Environment.</p> <p>Read: <i>The Bible</i>: Matthew, Chapters 1-7, 19, 22, 25; Mark, chapters 4, 7-8, 10, 12, 14-16; Luke, chapter 10; John, Chapters 1-4; Acts, Chapters 1-3; 15-16; I Corinthians, Chapters 1-14</p> <p>Seminar: Introduction to Hum 1B and getting to know you discussion!</p> <p>Oral Communication Semester Assignment: <i>Humanities 1B Reader</i>: Hinerman, <i>Handbook for Public Speaking</i>; Humanities 1B Speech Assignment: Exegetical speech</p>	5, 6
2	T	2/2 CR	<p>Topic: Mediterranean Religions and Early Christianity</p> <p>Read: <i>Humanities 1B Reader</i>: Readings on Propaganda against Christianity; Pliny the Younger’s Letter to Emperor Trajan regarding the Christians, and Trajan’s Response; Galerius and Constantine: Edicts of Toleration</p> <p>Seminar: discussion of semester research project; What is a “Resource Person”; How do I ask questions of texts? Let’s practice.</p>	2, 4, 5, 6
3	TR	2/4 CR	<p>Topic: St. Augustine of Hippo: African, Roman, Christian</p> <p>Read: <i>Norton Anthology of World Literature</i>, Volume B, Augustine, <i>Confessions</i>, pages 45-56; <i>Philosophic Classics</i>, Augustine, <i>Confessions</i> pages 272-289.</p> <p>Seminar: First Resource Person presentations – Let’s try it!</p>	5, 6

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
4	T	2/9 MO	<p>Topic: Images of East and West: Late Roman, Jewish, Early Christian and Byzantine Art</p> <p>Read: <i>The Visual Arts: A History</i>, 288-320; <i>Humanities 1B Reader</i>: The Life of Hypatia; <i>Oxford Bible</i>: Romans (all)</p> <p>Seminar: Resource Person Presentations</p>	4, 5, 6
5	TR	2/11 AZ	<p>Topic: A New Cultural Paradigm: Islam and the Qur'an</p> <p>Read: <i>Humanities 1B Reader</i>: Selections from <i>The Qur'an</i></p> <p>Seminar: Resource Person Presentations</p>	2, 4, 5, 6
6	T	2/16 GS	<p>Topic: Rome: from the High Empire to Europe's "Dark Age"</p> <p>Read: <i>Humanities 1B Reader</i>: Pliny the Younger, "Speech in Praise of Trajan" (excerpts); Jerome, Letters; Justinian, <i>Digest</i> and <i>Institutes</i>, selections; Boethius, <i>Consolation of Philosophy</i>, selections; <i>Philosophic Classics</i>, Augustine, <i>City of God</i>, pages 294-299</p> <p>Seminar: Resource Person Presentations</p>	2, 5
7	TR	2/18 AZ	<p>Topic: Islamic Science and the "Golden Age" of Islam</p> <p>Read: <i>Humanities 1B Reader</i>: Ibn Sina (Avecenna), <i>Canon</i>, pages, 74-78; al-Ghazali, <i>The Incoherence of the Philosophers</i>, pages 81-85</p> <p>Seminar: Resource Person Presentations</p>	2, 5
8	T	2/23 MO	<p>Topic: Romanesque Art in a Global Context</p> <p>Read: <i>The Visual Arts: A History</i>: pages 320-332; 356-375; <i>Norton Anthology of World Literature</i> (Vol. B): Abolqasem Ferdowsi, pages 195-200; Ibn Battuta, pages 930-938</p> <p>Seminar: Resource Person Presentations</p>	4, 5, 6

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
9	TR	2/25 AZ	<p>Topic: Islamic Art, Literature, and Culture</p> <p>Read: <i>The Visual Arts: A History</i>: pages 333-353; <i>Norton Anthology of World Literature</i> (Volume B): Ibn ‘Arabi, pages 341-343; Farid Ud-Din Attar, pages 366-380; Jalal al-Din Muhammad Rumi, pages 381-387; Hafez, pages 358-360</p> <p>Seminar: Resource Person Presentations</p>	2, 4, 5, 6
10	T	3/2 GS	<p>Topic: The Medieval World and the Rise of Feudalism</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume B), <i>Beowulf</i>, pages 118-194</p> <p>Seminar: Resource Person Presentations</p>	4, 5, 6
11	TR	3/4 AZ	<p>Topic: Medieval Japanese Society and Culture: Emergence and Transformation</p> <p>Read: <i>Humanities 1B Reader</i>: Earliest Japanese Chronicles & Early Shinto; and Shinran, “Lamenting the Deviations” pages 611-622; <i>Norton Anthology of World Literature</i> (Volume B): <i>The Tales of the Heike</i>, pages 1440-1467</p> <p>Watch: Gagaku: Japanese Court Music (https://www.youtube.com/watch?v=5OA8HFUNflk)</p> <p>Seminar: Resource Person Presentations</p> <p><u>Deadline:</u> Selecting A Research Topic and Question</p>	2, 5, 6
12	T	3/9 MO	<p>Topic: South and East Asian Art and Culture</p> <p>Read: <i>The Visual Arts: A History</i>: flip through pages 230-255 (this was assigned in Hum 1A last semester so just look through it to refresh your memory of the images and cultures); read 265-287; <i>Norton Anthology of World Literature</i> (Volume B): Classical Sanskrit poetry, pages 1057-1061; 1068-1069; Marco Polo, 919-930</p> <p>Seminar: Resource Person Presentations</p>	4, 5, 6

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
13	TR	3/11 AZ	<p>Topic: Medieval Japanese Culture</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume B): <i>Kokinshū</i>, Book 2, “Spring” & “Autumn,” pages 1200-1202; Sei Shōnagon, <i>The Pillow Book</i>, “In Spring, the Dawn,” page 1219; <i>The Tale of Genji</i>, pages 1242-1246, 1299-1329, 1337-1344, 1360-1368. <i>Humanities 1B Reader</i>: Kukai, “Treatise Distinguishing The Two Teachings of Exoteric and Esoteric Methods,” pages 606-611</p> <p>Seminar: Resource Person Presentations</p>	4, 5, 6
14	T	3/16 GS	<p>Topic: The Medieval Church, the Papacy and the Crusades</p> <p>Read: <i>Humanities 1B Reader</i>: Urban II, “Call to the Crusade”; The Fall of Jerusalem; St. Bernard of Clairvaux, “Why Another Crusade?”</p> <p>Seminar: Resource Person Presentations</p>	2, 5, 6
15	TR	3/18 CR	<p>Topic: Medieval and Renaissance Music</p> <p>Listen: Hildegard of Bingen - Selections from 11,000 Virgins; Lèonin - Viderunt Omnes; Pérotin - Viderunt Omnes; Palestrina - Pope Marcellus Mass; Monteverdi – Opening of L'Orfeo; John Bull – Queen Elizabeth's Pavan.</p> <p>MIDTERM EXAMINATION – in seminar</p>	2, 3, 4, 5, 6
16	T	3/23 CR	<p>Topic: Cultural Codes of Conduct: Chivalry and Courtly Love</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume B): <i>Sir Gawain and the Green Knight</i> (all), pages 835-890</p> <p>Seminar: Resource Person Presentations</p> <p>Deadline: Thesis Draft and Annotated Bibliography</p>	2, 3, 5
17	TR	3/25 AZ	<p>Topic: Medieval Jewish and Muslim Philosophy</p>	3, 4, 5, 6

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
			<p>Read: <i>Philosophic Classics</i>: Moses Maimonides, “The Guide for the Perplexed (Pt II, Introduction)” pages 321-326; <i>Humanities 1B Reader</i>: Selections from Muslim Philosophers</p> <p>Seminar: Resource Person Presentations</p>	
		3/29-4/2	<p>Spring Break – Enjoy!</p> <p>p.s. Be sure to read all of Machiavelli, <i>The Prince</i>, and Dante, <i>The Divine Comedy</i>, as assigned below, over the break!</p>	
18	T	4/6 MO	<p>Topic: Late Medieval and Gothic Art in a Global Context</p> <p>Read: <i>The Visual Arts: A History</i>; 375-415; <i>Humanities 1B Reader</i>: https://www.sciencemag.org/news/2019/01/these-1000-year-old-teeth-belonged-skilled-female-artist-pigment-remains-reveal</p> <p>Watch: The Rise and Fall of the Gothic Cathedral (30 minutes) https://sjsu.kanopy.com/video/rise-and-fall-gothic-cathedral</p> <p>Seminar: Resource Person Presentations</p>	4, 5, 6
19	TR	4/8 CR	<p>Medieval Philosophy: Scholasticism, Faith and Reason, and the Aristotelian Revival</p> <p>Read: <i>Philosophic Classics</i>: Boethius, pages 300-305; Anselm, pages 306-313; Aquinas, pages 327-335, 347-357; William of Ockham, <i>Summa Logicae</i>, “On Universals” 358-365</p> <p>Seminar: Resource Person Presentations</p>	2, 3, 4, 5, 6
20	T	4/13 Prof. Andy Wood	<p>Ethics and Political Action in the New State</p> <p>Read: <i>Humanities 1B Reader</i>: Machiavelli, <i>The Prince</i> (all), download the book through Project Gutenberg or read online: https://www.gutenberg.org/ebooks/57037</p>	2, 4, 5, 6

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
			<p>Seminar: Resource Person Presentations</p> <p>Deadline: Experiencing Art Essay</p>	
21	TR	4/15 GS	<p>Topic: Dante</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume B): Dante, <i>Inferno</i>, pages 387-441; Dante, <i>Purgatorio</i>, pages 548-573, <i>Paradiso</i>, pages 573-577; <i>Humanities 1B Reader: Paradiso</i>, selections</p> <p>Seminar: Resource Person Presentations</p>	2, 4, 5, 6
22	T	4/20 Prof. David Mesher	<p>Topic: Folktale and Literary Satire: Chaucer as a Social Critic</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume B): Chaucer, <i>Canterbury Tales</i>: “Introduction”, “General Prologue, pages 772-776 (lines 1-164), 782-784 (lines 446-544); “Wife of Bath’s Prologue and Tale”: pages 792-819, and the Nun’s Priest’s Prologue and Tale, pages 819-834</p> <p>Seminar: Resource Person Presentations</p>	2, 4, 5, 6
23	TR	4/22 MO	<p>Topic: Global Perspectives on Women in the Middle Ages</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume B): Christine de Pizan, “The Book of the City of the Ladies” sections: 1-14, 16, 19, 33, 37-38, 48 (pages 891-900; 901-902 905-913; 916-917); Sanskrit Female Poets, 1061-1063; 1072-1073; Medieval Asian poems “Ballad of the Firewood Vendors” 1124; 1128; Bo Juyi “Salt Merchant’s Wife (in hatred of profiteers)” 1139-1140; <i>Norton Anthology of World Literature</i> (Volume C): Louise Labé, Sonnets, pages 160–162; <i>Humanities 1B Reader</i>: Laura Cereta</p> <p>Seminar: Resource Person Presentations</p>	2, 5, 6
24	T	4/27 CR	<p>Topic: Renaissance Humanism: Redefining Intellectual and Cultural Traditions</p>	4, 5, 6

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
			<p>Read: <i>Norton Anthology of World Literature</i> (Volume C): More, <i>Utopia</i>, Book I, pages 205-229; Book II: pages 229-250.</p> <p>Seminar: Resource Person Presentations</p>	
25	TR	4/29 MO	<p>Topic: Individualism, Commerce and the Arts: Northern and Southern Renaissance Part 1</p> <p>Read: <i>The Visual Arts: A History</i>, p. 416-438; <i>Humanities 1B Reader</i>, Renaissance Art Readings, part 1</p> <p>Seminar: Resource Person Presentations</p>	4, 5, 6
26	T	5/4 MO	<p>Topic: Individualism, Commerce, and the Art: Italian Renaissance, Venetian Renaissance and International Humanism</p> <p>Read: <i>The Visual Arts: A History</i>, p. 439-456; <i>Norton Anthology of World Literature</i> (Volume C): Veronica Franco, “A Challenge To A Lover Who Has Offended Her,” pages 162-164. <i>Humanities 1B Reader</i>, Renaissance Art Readings, part 2</p> <p>Seminar: Resource Person Presentations</p> <p>Deadline: Research Portfolio: Recorded Exegetical Speech</p>	1, 2, 4, 5, 6
27	TR	5/6 GS	<p>Topic: The Protestant Reformation and the Catholic Counter Reformation</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume C): Luther, from <i>To the Christian Nobility</i>, pages 755-757; Teresa of Avila, from <i>The Book of Her Life</i>, pages 757-761; <i>Humanities 1B Reader</i>: Speech at the Imperial Diet of Worms; Erasmus, “A Diatribe or Sermon Concerning Free Will”; Luther, “The Will in Bondage” selections; John Calvin, <i>The Institutes of the Christian Religion</i> selections; Ignatius of Loyola, <i>Spiritual Exercises</i> selections.</p> <p>Seminar: Resource Person Presentations</p>	2, 4, 5, 6

Lecture	Day	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
28	T	5/11 CR	<p>Topic: Shakespeare's Othello: Issues of Inequality in Venice</p> <p>Read: Project Gutenberg, William Shakespeare's "The Tragedy of Othello, the Moor of Venice" http://www.gutenberg.org/files/1531/1531-h/1531-h.htm</p> <p>Seminar: Resource Person Presentations</p> <p>Deadline: Research Portfolio: Argumentative Research Paper Final Paper</p>	2, 5, 6
29	TR	5/13 GS	<p>Topic: Civilization in the Americas & European Reactions and Domination</p> <p>Read: <i>Norton Anthology of World Literature</i> (Volume C): Montaigne, Essays "Of Cannibals", pages 329-338; "Of Coaches", pages 343-356; <i>Florentine Codex</i>, pages 557-563; Bartolomé de las Casas, pages 564-569; <i>The Visual Arts: A History</i>, pages 109-115; 507-519.</p> <p>Seminar: Resource Person Presentations</p>	6
Final Exam	W	19 May	9:45 AM – Seminar Exam	2, 3, 5, 6
Final Exam	F	20 May	7:15 AM – Lecture Exam- Be Sure To Set Your Alarms!!!	2, 3, 5, 6