

San José State University
Humanities Department
Humanities 177B

ADVANCED HONORS IN INTEGRATED SCIENCE, SOCIAL
SCIENCE AND HUMANITIES

Spring 2015

Contact Information

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Office Hours:	LQ: Monday and Wednesday, 1:00 to 3:00, and by appointment. CR: Tuesday & Thursday 3:00-5:00, Wednesday 1:30-2:30, and by appointment.
Class Days/Time:	Lecture and Seminar: Tuesdays and Thursdays 1:30 - 2:45
Classroom:	Lecture: BBC 222 Seminar for Professor Quill: Clark Hall 306 Seminar for Professor Rostankowski: BBC 222
Prerequisites:	Successful completion of WST with an Objective score of 60 or above and essay score of 8 or above; cumulative college GPA of 3.0 or above. 100W is a prerequisite, or co-requisite for the course.
SJSU Studies Category:	Over the two semesters of the course, the Studies Honors Program satisfies areas: R (Earth and Environment), S (Self, Society, & Equality in the US), and V (Culture, Civilization & Global Understanding)

Faculty Web Page and MYSJSU Messaging

Copies of the course syllabus and major assignment sheets may be found on the joint canvas website: SPI5: HUM-177B Sec 10 & 20 - Advanced Honors website as well as my faculty web page at: <http://www.sjsu.edu/people/cynthia.rostankowski/courses/HUM177BS15/index.html>

accessible through the quick links/faculty web page links on the SJSU home page after the first week of classes. You are also responsible for regularly checking with the messaging system through MySJSU. This will be used for updates, etc. I encourage you to check your MySJSU site at least once a week.

Course Description

SJSU Studies Honors is an integrated course that cultivates scientific study of the physical universe and its life forms, studies individuals and groups with respect to their diversity, equality, and the inequalities of institutions and practices of the USA, and develops appreciation for human cultures and their diverse development globally over time. The upper division honors program, *SJSU Studies Honors*, aims to accomplish several goals: 1. satisfaction of SJSU Studies requirements (areas R, S, V) in a two-semester, lecture/seminar course sequence, 2. cultivation of a learning community among students and the three-member faculty teaching team, 3. integration of learning by disciplines and methodologies, 4. incorporation of the guidance and services of the SJSU Career Center to prepare students optimally, and 5. effective retention and graduation of both native and transfer upper division students.

Course Goals and Learning Objectives

SJSU Studies Learning Objectives (SLO)

The readings for HUM 177B begin by addressing some of the developments that have come to define the 21st century, although their identification happens much earlier. The material covered this semester is intended to lead to a thoughtful recognition of themes across disciplines and events. Concepts such as “the environment,” “cyberspace,” “genomics,” “STEM,” and others will be explored and unpacked.

AREA R – EARTH AND ENVIRONMENT

Area R – SLO 1: Demonstrate an understanding of the methods and limits of scientific investigation.
During the second semester, students will examine scientific support for claims about global climate change, its measurable effects on the environment, and aspects of scientific investigation that rely on the ability of a population to understand scientific investigations and evaluate the credibility of scientific claims. Students will be asked to explain their understanding of scientific investigations by the multi-phased final research essay (Research in Sciences). In so doing, they will come to understand and be able to explain the components of scientific investigation, and also recognize the risks to society and thus, themselves, when non-scientists are unable to evaluate the credibility of scientific claims. Popular attitudes toward vaccines in the U.S. and AIDS denialism in parts of the developing world represent significant matters, and possible research topics, to address and assess.

Area R SLO 2: Distinguish science from pseudo-science.

This semester, since the science focus will be on an extended research project, students will be asked to address and evaluate inappropriate approaches to scientific issues, either as pseudo-science, or as “poor, or discredited” science, and clarify the distinction among the categories in the context of their research. Since this will be a required component of the research project (Research in Sciences essay), a student’s ability to recognize and articulate the differences will be assessed.

Area R – SLO 3: Apply a scientific approach to answer questions about the earth and environment.

As a way of assessing students' abilities to apply a scientific approach to answering questions about topics in science, the midterm and final examinations specifically will include questions designed to investigate some of the following concerns: what sorts of evidence and reasoning do scientists use in presenting their findings to other scientists? How is this evidence and reasoning used to explain research to or to persuade a lay audience? Are there differences? What might they be? When scientists disagree about an issue, what are the sources of this disagreement, and how might it be resolved? How might the answers to some of these questions help an educated layperson work out what is significant about what a scientist has written? Also, in focusing on a scientific approach to an issue, what would constitute *scientifically* relevant considerations for how results should be used, or what actions they might require (as opposed to political, social or moral approaches)?

* * *

How has science shaped how we understand ourselves, either as individuals, or as communities? Additionally, How do the ways we understand ourselves affect the developments of science, and the ways we use its information, as well as the products generated from scientific research? When we think of ourselves as members of communities, what are the factors that motivate us to see ourselves as members of a community, or as "Other?" Social relationships, political reconstructions of communities, and what enters in to our construction of our social self are extensions of some of the themes identified in the sciences and are able to be followed with readings in political theory, economics, and philosophy.

AREA S – SELF, SOCIETY & EQUALITY IN THE U.S.

AREA S – SLO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

Historically, cultures across the world have sought to understand human behavior by using models that embrace cultural conventionality. In the recent past, however, algorithms for predicting human behavior have been found to be extremely useful as a means to utilize strengths and weaknesses in groups usefully within business contexts (lecture 5). Being able to predict behaviors allows for corporate or governmental entities to manipulate behaviors, which can be commodified, or otherwise directed to certain ends (lectures 5&8). Seminar discussion of these issues will be a path to reflection about the possibilities, and writing about relationships between social sciences and popular arts and entertainments (e.g. baseball) within the framework of social engineering will generate richly complex integrative understanding (Experiencing Arts and Sciences essay).

AREA S – SLO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

The recognition that climate is affected by human activities spawned political and economic ramifications, as well as value judgments about cultural practices across the globe (lectures 2&3). By distinguishing constructive interactions from accusatory behaviors in various cultural contexts students will be able to apply this knowledge to determining needs within various communities more objectively and empathetically, and climate mitigation strategies that yield globally meaningful solutions. Midterm examination questions asking students to describe the role of fossil fuel sales and uses globally, and the environmental consequences that can be observed and measured, as well as the ways certain mitigation strategies can affect climate conditions would assess students' understanding of the various factors playing roles in the complex circumstances of global climate change.

AREA S – SLO 3: Describe social actions that have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). Connections via popular entertainments (films, music, etc.) and social media have enriched empathetic understanding of communities and relationships of “Otherness,” such as the recognition of gay marriage in many states (lecture 16). In the essay assignment “Experiencing Arts and Sciences,” students will have the freedom to explore arts and sciences integration on many levels.

Area S SLO 4:

Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Preservation of natural resources and environmental protection in the 21st century often serve as a means for recognizing shared values across different cultural, racial and ethnic groups (lecture 8). Students will be asked to identify cooperative engagements as part of their Research in Sciences essay project. Information about productive alliances yields models for motivated community building. With the ant network experiment offering insights into non-rational network formulation, how might networks operate within a goal-directed community? What motivators to network formulation might a human community identify and pursue?

* * *

What innovative overlaps of science or technology and the arts can be found in exploring the status of “art” in the recent past and present? If we identify “art” as that which has already passed certain cultural expectation tests, how might one adjust or reconfigure one’s expectations or even criteria for identifying art in the context of technological incorporation? How does the display space for art change? What might change with respect to arts acquisition and accessibility in the 21st century? The global perspective is about original insights into the complexities of the human condition. In their readings and other artistic explorations, students recognize the influences of all on all across human cultures.

AREA V – CULTURE, CIVILIZATION AND GLOBAL UNDERSTANDING

Area V – SLO 1: compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

One may regularly ask: what counts as art, in a circumstance of transformation of artistic media. If one paints with a computer program rather than a brush, or the color of one’s rendering can be changed with a few key strokes, then which properties of the artwork will be recognized to be relevant when change is so readily available in such different ways (lectures 9&13)? To be able to articulate systematically the ways values, artifacts, attitudes and technology are distinctive in comparing cultures across multiple contexts, not only will students explore readings and renderings of images and designs from different cultures, they will also have the opportunity to consider and compare recurring socially controversial “makings” in many contexts. Exploration of many sorts of artworks, traditional and non-traditional, will form the foundation for innovation in understanding, but students’ involvement with their Arts and Sciences essay, as well as various examination questions, should yield a path to reasoned categories among the variety of arts and other “makings” in contemporary cultures.

SLO2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

A mainstay source of learning across the globe is reading. Surprisingly, although technology makes literature of all sorts much more accessible to everyone, fewer people are reading actual

primary documents, and more people are reading summaries or commentaries on primary documents. How does learning change when what is read has already read and processed in the mind of another? This matter also becomes important in writing a long research essay, as students will do this semester. Distinguishing among the sorts of materials on a subject available to those doing moderate research for an essay becomes one of the distinctions of learning to write extended works. Reflective class discussion as well as midterm or final examination questions that provoke qualitative consideration of reading for authentic learning will be developed. One might ask also about the perceived inadequacy of the self in considering this trend. Going to a secondary source rather than the primary may indicate a concern for non-academic outcomes and not learning. What is the relationship between reading X and reading about X?

SLO 3: explain how a culture outside the U.S. has changed in response to internal and external pressures.

A recent example of cultures-change (on-going) due to internal and external pressures took place recently as the “Arab Spring.” Ethical responsibilities in cyberspace, and cybersecurity protections do not extend across the globe as yet, but the reach is greater and more immediate than ever before in human history (lectures 12&14). How might internal and external pressures be understood or distinguished in circumstances of technological ubiquity? How might the concept of human rights be extended in the technological age, and whose duty will it be to acknowledge such rights if the duty-bearer is uninvolved in the rights experience (lecture 16)? Questions such as these will be formulated for both midterm and final examinations so as to cultivate habits of acknowledging rights in broader social contexts.

HUM 177A/B Integrated Learning Goals

Interwoven throughout the HUM 177A/B course sequence are opportunities for integrated learning. Integrated learning fosters the capacity to make connections in non-traditional and creative ways. Experiences that bring together real-world problems with multiple modes of knowledge and investigation, and that generate a variety of solutions because of the involvement of multiple perspectives exemplify integrated learning. Because the SJSU Studies areas R, S and V were intended to provide breadth in General Education, HUM 177A/B maximizes the opportunity to find connections and synthesize what is learned into understanding beyond the classroom, and beyond one’s college years. **By developing habits of connecting theory and practice, mastery and application, and observation and recognition, students will be able to demonstrate their abilities to:**

1. Understand the connections from academic learning to experiences outside the classroom,
2. Connect content or methodologies from two or more fields of study by relevantly relating examples, facts, theories or values,
3. Adapt, test, and apply skills, abilities, theories or methodologies gained in one context to solve problems, derive insights and explore issues with originality and inclusivity in other contexts, and
4. Communicate their integrated understanding in multiple ways with innovative connections to various life circumstances and different domains of knowledge.

Because students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department, the HUM 177A/B course sequence in effect accomplishes the same end by means of the many levels of connection and integration it offers. Completion of, or co-registration in, a 100W course also is required during the time of the

177A/B course sequence. A grade of “C” in 177A and in 177B is required to receive credit for SJSU Studies areas R, S, and V.

Required Texts/Readings

Your **SJSU Studies Honors Reader** is required for this course, and is available exclusively online at the joint canvas location: SPI5: HUM-177B Sec 10 & 20 - Advanced Honors. You will be asked to have reading assignments from this source available to you for class discussion during seminar sessions. Please make sure you do so either by printing the relevant material for the day, or having your electronic copy available in class. Class participation will be negatively affected when students do not bring assigned readings to class.

Textbooks

E. Brynjolfsson and A. McAfee (2011) *Race Against the Machine – How The Digital revolution Is Accelerating Innovation, Driving Productivity, and Irreversibly Transforming Employment and the Economy* (Lexington, MA: Digital Frontier Press)

Kleiner, Fred S., *Gardner’s Art through the Ages: A Global History, Fourteenth Edition Modern Europe and America Book E*, Wadsworth/Cengage, Boston (2005) ISBN 0840030584

Postman, N. (1993) *Technopoly* (NY: Vintage)

Pynchon, T. (2006) *Crying of Lot 49* (Harper Perennial)

Library Liaison

The Humanities Librarian is [Peggy Cabrera](#). Please feel free to contact her and make an appointment for advice and assistance as you research your essay. Her email address is peggy.cabrera@sjsu.edu. She is also available by appointment in the King Library, at 408-808-2034. Additional information about humanities research is available at: <http://libguides.sjsu.edu/humanities>.

Classroom Protocol

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 all of your other classes as well). Treat guests with respect and courtesy. Respectful behavior includes silence when others are speaking, entering the room quietly and inconspicuously, leaving the room 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, and refraining from all other interactions (personal and electronic) while class is going on. This specifically includes refraining from cell phone use in any way during class, and engaging in the use of your computer only for note-taking and referencing electronic readings assignments. Please note that University policy recognizes any unauthorized use of a cell phone or other technological device during an examination as grounds for failing the examination.

Course Requirements, Grading Policy, 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 in . at <http://www.sjsu.edu/senate/docs/SI2-3.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 four to six 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.

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. You will be required to present a speech, and you must turn in an outline for your speech on the day of your presentation. Although completing journal assignments is not required, it will be difficult to succeed well in class without accomplishing them, since they are based upon the scheduled readings, and their cumulative worth becomes significant in determining your end-of-semester grade. Failure to complete and turn in a journal in a timely manner will be recorded as an “F” for that work. Due dates for journals will be listed in the journal assignment handout.

Please note that the professor may change any of the following information for the benefit of the class, should the need arise. Any change will be announced in class, and via MySJSU, if necessary.

Table I Assignments
Assignments

	Due Date	Value
Experiencing Arts and Sciences essay (3 pages) required and rewritable (Area R SLO3, Area S SLO1&3, Area V SLO 2&3)	24 Feb.	10%
Mid-term examination (in seminar) required (Area R SLO1, 2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)	19 Mar.	15%
Final Examination required (Area R SLO1,2&3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)	21 May	15%

Research in Sciences Essay Project Topic (1-2 pages) required and rewritable (Area R SLO 1, Area S SLO 1)	14 Apr.	10%
	28 Apr.	10%
Research in Sciences Essay Project: Annotated Bibliography (1-2 pages) required and rewritable (Area R SLO3)		
	5 May.	25%
Research in Sciences Essay Project: The Essay (10-15 pages) required and rewritable (Area R SLO1, 2&3, Area S SLO1)		
Class participation – (includes three meetings with the Career Center for evaluation and planning) participation (Area R SLO1,2 &3, Area S SLO1, 2, 3&4, Area V SLO1, 2&3)		15%

Please note, this course must be passed with a C or better as a CSU graduation requirement to complete each SJSU Studies Honors semester successfully. If a course grade of less than C is earned, the student must repeat the course. Note that University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

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

University Policies

Dropping, Adding, Grade Forgiveness and Incompletes

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [catalog policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> for University policies information. Specific add/drop deadlines can be found under [current academic calendar](http://blogs.sjsu.edu/mysjsu/2011/08/17/fall-2011-registration-and-deadlines) at <http://blogs.sjsu.edu/mysjsu/2011/08/17/fall-2011-registration-and-deadlines>. Additional [Registrar’s calendar](http://www.sjsu.edu/registrar/calendar/2114/index.htm) information for this semester can be found at this link <http://www.sjsu.edu/registrar/calendar/2114/index.htm>. [Late drop policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. [Grade forgiveness](#) policy is available at

<http://info.sjsu.edu/web-dbgen/narr/static/soc-spring/forgiveness.html>. Information about the latest changes is available at the [Advising Hub](http://www.sjsu.edu/advising), <http://www.sjsu.edu/advising>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the permission of the course instructor 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. If you wish to record a class presentation, or specific material from the course, please discuss the specific request with your instructor, and your request will be specifically approved or denied at that time. 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 specific and explicit instructor consent.

Academic integrity

The University's Academic Integrity Policy S07-2 is available at the following website: <http://www.sjsu.edu/senate/docs/S07-2.pdf>. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, 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 website for [Student Conduct and Ethical Development](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit), and use of unauthorized electronic technology during examinations will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's [Academic Policy S07-2](http://www.sjsu.edu/senate/S07-2.htm) <http://www.sjsu.edu/senate/S07-2.htm> requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with

disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Student Services Building on the corner of 9th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources

and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

HUM 177B, ADVANCED HONORS IN INTEGRATED SCIENCE, SOCIAL SCIENCE AND HUMANITIES, Spring Semester, 2015 Course Schedule

Electronic Devices Policy – Required – Please read

To help foster the best possible learning environment for yourself and those around you, please avoid doing anything in class that might distract the attention of others. Mobile technology can be especially disruptive. During lectures, portable electronic devices may be used only for class-related purposes such as taking notes; otherwise, they must be turned off. During seminars, portable electronic devices may only be used in accordance with your seminar instructor's guidelines. During examinations, portable electronic devices may never be used (except under supervision at the Disability Resource Center).

<http://www.sjsu.edu/senate/docs/S07-2.pdf>

Table: Seminar Sections

Professor	Location
Professor Quill	Clark Hall 306
Professor Rostankowski	BBC 222

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1 Lecture (CR and LQ)	22 January	Introduction to SJSU Studies Honors, second semester 7 Billion and Counting. Readings: http://ngm.nationalgeographic.com/2011/01/seven-billion/kunzig-text
2 Lecture (LQ)	27 January	Technopoly Readings: Postman, <i>Technopoly</i> (pp. 3-91).
3 Lecture (CR)	3 February	How Mother Nature became “the environment”: artistic, social and scientific attitudes and repercussions. Readings: selections from <i>Silent Spring</i> by Rachel Carson and selections from Gary Snyder’s <i>Turtle Island</i> collection.

4 Lecture (LQ)	10 February	The (Humanist) Self in Technopoly Readings: Turkle, <i>Alone Together</i> (selections); Churchland, 'The Big Questions – Do We Have Free Will?'; Baumeister, 'The Self as a Problem'.
5 Lecture (DM and CR)	17 February	Postmodernism and Quantum Mechanics revisited Readings: Pynchon, <i>Crying of Lot 49</i>
6 Lecture (LQ)	24 February	Race Against the Machine Readings: E. Brynjolfsson and A. McAfee (2011) <i>Race Against the Machine – How The Digital revolution Is Accelerating Innovation, Driving Productivity, and Irreversibly Transforming Employment and the Economy</i> (Lexington, MA: Digital Frontier Press)
7 Lecture (LQ)	3 March	Future Shock: Society in Technopoly Readings: Skinner, <i>Walden Two</i> (selections); Turkle, <i>Alone, Together</i> (selections); Technopoly (pp. 107-199)
8 Lecture (Professor Kenneth Peter)	10 March	Education in Technopoly: What is Education For? Readings: 'Professors at San Jose State Criticize Online Courses' NY Times; 'The Online Revolution Drifts Off Course' PBS (http://www.npr.org/2013/12/31/258420151/the-online-education-revolution-drifts-off-course); 'Re-evaluating the Future of Online Education' (http://www.kqed.org/a/forum/R201312120900); 'Higher Education – Creative Destruction' <i>The Economist</i> .
9 Lecture (Professor Kathryn Davis)	17 March	Embracing Science, Rejecting Science. What are the factors that lead people to trust scientific claims and /or scientists? What are the factors that lead people to reject scientific claims and/or scientists? What are the risks when non-scientists are unable to evaluate the credibility of scientific claims or scientists? Readings:

Midterm	19 March	Midterm examination in seminar
10 and 11 Lecture	24 March	Spring Recess – no classes
12 Lecture	31 March	Cesar Chavez Day – no classes
13 Lecture (CR)	7 April	To whom do we have duties in a world of cyberspace? Readings: TBA
14 Lecture (CR)	14 April	World Architecture: Iceland, Dubai Readings: <i>Gardner's Art through the Ages</i> 14th edition, pages 827-832, 870-872, 884-888, 896, 925-933, and 960-967.
15 Lecture (CR)	21 April	Re-thinking the arts; what counts as art in the age of technology? Readings: <i>Gardner's Art through the Ages</i> 14th edition, pages 888-896, 901-925, 933-938, 941-960.
16 Lecture (CR)	28 April	The new reading: Reading About instead of Reading; Critical Thinking in the Age of Technology Readings: TBA
17 Lecture (CR)	5 May	Recognizing difference, recognizing shared humanity Readings: TBA
18 DM Lecture	12 May	It is all about you – the students.
Final Exam	21 May	12:15 pm in Seminar