

THE FORMATTING HAS BEEN REMOVED FROM THIS SYLLABUS TO ACCOMMODATE LIMITED FILE SIZE ON MR. MANAGER. SEE MY WEBCOURSE SYLLABUS PAGE FOR A FULL COLOR FORMATTED VERSION.

The University of Central Florida
Fall 2017

HUM 2210-0005
Humanistic Traditions 1
T 6:00-8:50 p.m.
ENG1-0435

Dr. Albert Dale Truscott, Instructor
Email: Albert.Truscott@ucf.edu
Office Hours: by appointment only 5:00-6:00 p.m. T in a location that we agree upon depending on need.

Course Description: Humanistic Traditions I: An interdisciplinary, multicultural study of the arts and sciences contributed by diverse human traditions to world civilization. Focus is on ancient civilizations and the cultural heritage stemming from them. Primary sources (in translation) are emphasized.

WHAT IS THIS COURSE ABOUT?

This course is about culture. You and I live within a complex cultural milieu that includes family, local, regional, national, linguistic and ethnic background, and a host of other contributions. And, to an extent more than most of us imagine, the history of the world's human cultures is deeply imbedded in who each of us is as a person and participant in society. Henry Sayer, the author of our textbook, says it this way, "What we see reflected in different cultures is something of ourselves, the objects of beauty and delight, the weapons and wars, the melodies and harmonies, the sometimes troubling but always penetrating thought from which we spring. To explore the humanities is to explore ourselves, to understand how and why we have changed over time, even as we have, in so many ways stayed the same." (Sayer, vol. 1, p. xv)

COURSE OBJECTIVES

Students who successfully complete this course should be able to:

1. Demonstrate knowledge of the chronology of and significant accomplishments and developments in world cultural history from the beginning of human civilization until 1600 CE, with an emphasis on western civilization.
2. Analyze the meaning and significance of the art, music, architecture and literature of the various periods of cultural history encompassed by this course.
3. Think critically and philosophically about the cultural contributions of each period and reflect on them in light of the culture in which we live.
4. Compare the various cultural eras with each other drawing connections and contrasts between them and with the present.

5. Realize a better understanding of herself/himself as a participant in human history and culture and to reflect upon the value of the cultural contribution that he/she will make in life.

COURSE CREDITS: Three

REQUIRED TEXT

Sayer, Henry M., *The Humanities: Culture, Continuity & Change, Vol. 1, "Prehistory to 1600,"* 3rd Edition.

You must buy this text and study it. All quizzes and exams will be based, in part, on its content. There is no way to pass this course without the textbook. You MUST bring the book to class every day. This book is available from the UCF Bookstore to buy or rent, OR from www.pearsonhighered.com. It is available a la carte, that is without binding, just pages. It is available from chegg.com to buy, rent or ebook . If you choose an eBook format, you must bring your laptop to class every day, fully charged. DO NOT BUY MyArtsLab or other extras. You won't need them. You may NOT access any other web sites except the textbook while in class unless instructed to do so. If you are caught using another website or other files, you will be given an "F" for the course.

YOU MUST BE IN CLASS

I believe that much of the true education that can happen in this course will come through class participation. Only as you engage the subject with other students and the professor will you learn. Otherwise you are in danger having this material go from the pages of books to the passing of tests without any of it going through the cognitive understanding of your brain. If that happens, you will have wasted your time and your tuition. Therefore I require attendance. Attendance will be taken at every class.

This class meets for 16 sessions. You may have ONE unexcused absence FOR FREE. After that, unexcused absences will result in a 50-point penalty (1/2 of a letter grade reduction) on your final grade for each unexcused absence. Excused absences include verifiable illness, verifiable and explained family emergencies in your immediate family, documented transportation breakdowns, and other verifiable approved excuses including legal obligations, religious holidays that are yours, other UCF related and required events – all at the discretion and decision of the instructor! Attendance records will be distributed occasionally in class. It is up to students to check these records carefully and to personally notify the professor of any discrepancies. Email notices of absences will NOT be recorded; you must speak to the instructor personally! No adjustments in attendance penalties will be made after final grades are assigned!

DO NOT COME TO CLASS IF YOU HAVE ANY SYMPTOMS OF FLU (upper respiratory, fever, chills and aches). IF YOUR SYMPTOMS ARE SIGNIFICANT, SEE A DOCTOR OR THE UNIVERSITY CLINIC. DO NOT USE THIS AS AN EASY ABSENCE EXCUSE! If you are discovered using flu symptoms as a

convenient way to miss class, I reserve the right to award you an "F" for the course. Bring whatever documentation you have to class when you return.

If I become ill, I will endeavor to notify the class and try to provide online substitute activities for our meeting(s).

Students not signed in within the first 10 minutes of class may be marked absent.

Students may withdraw from this class up to the published deadlines for withdrawal with and without refund of fees. I do not withdraw students. As long as you are registered for this class, the instructor must assign a letter grade. Please remember that the grade "W" is often interpreted as an "F" by other academic institutions to which you might want to transfer.

COURSE REQUIREMENTS

Total Possible Points for this course: 1000. See grading chart below.

**Pre-Test and Post-Test for Humanities 1

If a Pre-Test and/or Post-Test is posted for this section of HUM2210, I will let you know how to participate in it. No points for this assignment IF it happens.

1. Essay Assignment

I will post a list of essay choices on the class Webcourses site. Choose ONE of those essay topics and write a 600-800-word essay on that topic. Use the textbook as your primary resource. You may use any other resources you want to help with the content of your essay. Cite the textbook by page number and any other sources by page number or title if a website and include a Works Cited page at the end. The essay shall be submitted via Turnitin web site. I will announce the code numbers in class. This assignment is worth 100 points. This paper will partially fulfill the Gordon Rule component of this course. On 10/3, students whose writing is not satisfactory on this Essay Assignment will attend the 8:00 p.m. portion of the class. In this meeting, we will go over the grammar and stylistic errors with an aim of helping students to improve their writing. Those whose writing is satisfactory do not need to come to this session unless they wish to.

Grades on the essay will be by a rubric as follows: 50 points for content, 50 points for writing skills. Students attending their assigned writing session will be able to improve the writing skills portion of their grade by ½ the way from their score to 100%. For example: A student receiving a grade of 65%, 40% on the content and 25% on the writing skills. By coming to the writing session, the grade will be raised to 77.5%.

1. Team-Teaching Component

This is a course about human culture. It is better if you, as students, engage the material and do some evaluating and commenting in seminar fashion than just to listen to lectures. On the second day of class, students will be placed in a group for this project. Each group will be responsible for all the literature readings for a given chapter, both readings within the body of the chapter and those printed on tinted paper at the end of the chapter. Each group will present an in-class presentation/discussion. Students are responsible for describing the readings within the chapter and the context for them and their authors. Readings at the end of the chapter will be described in the same way AND the questions at the end of each reading will

be answered, plus the following standard additional question(s) listed below. Students must present on the reading(s) for the chapter assigned. Presentations will be on the day listed in the class calendar. Students may use computer files such as powerpoint, word, or pdf's, but this is NOT required. Students may request that any picture, map or illustration in the chapter be shown on the screen by the instructor. Picture files will be sent to student groups upon request. Discussions should last about 15 minutes.

Each member of the group will submit a short paper (about three-four pages), double-spaced, summarizing ALL the readings covered by the entire group for the presentation. Group members may divide up the in-class presentation among the readings, but must write on the entire assignment. These will be turned in via Turnitin.

Additional questions:

- (1.) What from this chapter is/are timeless elements of culture (words, phrases, illustrations, music, stories, metaphors, etc.) that are still part of our culture today?
- (2.) How has this chapter helped you gain a better perspective on yourself/yourselves as member(s) of today's culture, your culture?

This assignment is 240 points of the grade: 120 points for the class presentation and 120 points for the written paper. Each student will be evaluated separately. Each student will turn in a separate and distinct written paper describing the readings in their historical and cultural context and providing answers to the Critical Thinking Questions and the two extra questions. These papers MUST be submitted via Turnitin. NO LATE PAPERS. These papers will partially fulfill the Gordon Rule Requirement for writing skills. Grades will be individual and based on both class presentation and written materials.

Several class days after the due date of your Presentation and Paper, there will be a brief writing session for members of your group who received a writing grade of 90% or less. See the Class Calendar. Just as in the Essay Assignment, grading of these papers will be ½ for content and ½ for writing skills. Students attending this writing session will be able to improve their paper grade up to ½ of the writing skills penalties.

3. Four Content Exams

These exams are listed in the Class Schedule. Bring a half-size raspberry Scantron. Make up exams require written, signed medical papers or other written documentation of a valid reason for the absence. "Family emergency" will NOT be accepted as an excuse, nor will any other similar non-specific or non-verifiable reasons.

165 points for each Exam. Total points: 660.

GRADES

Grades for each of the course requirements will be posted on Webcourses. Standardized portions of exams for this course will be available for students to look over during office hours but will not be returned to students. Written papers will be returned to students.

Exams cannot be "made up" unless you have an official written excuse for the absence that is acceptable to the instructor. Make-ups must be done during my office hours by appointment. The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing.

Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by 105 Colbourn Hall, or call 407.823.2197.

DATES TO REMEMBER

Late registration, August 21-25; Add deadline August 25

Drop/Swap deadline, August 24

Withdrawal Deadline, Grade Forgiveness deadline, October 30

COMPUTER AND EMAIL REQUIREMENTS

You must have access to a computer with with up to date operating software.

You must have access to MS Word. Some students will want to use MS Power Point or Excel. Do NOT submit anything to me with a .wps suffix.

Adobe Acrobat Reader, latest edition, is required to view pdf documents.

You must have access to Webcourses and check it daily for class messages.

You must have and use your UCF email address to communicate with the instructor or students. Please put HUM 2110 + section number, <your last name>, <the subject of your email,> in the Subject Line.

You MUST sign up for a “knights e-mail” account. This will be the ONLY email address that I can use to communicate with you.

Grading Scale

940-1000 points	A	Superior work, creative, exceeding basic expectation
900-939 points than A work.	A-	Superior work, creative, exceeding basic expectation, but less than A work.
870-899 points than B work.	B+	Meets basic expectation very well, shows strong potential, better than B work.
840-869 points	B	Meets basic expectation very well, shows strong potential
800-839 points than B work.	B-	Meets basic expectation very well, shows strong potential, less than B work.
770–799 points	C+	Meets basic expectation adequately, better than C work.
740-769 points	C	Meets basic expectation adequately
700-739 points	C-	Meets basic expectation adequately, less than C work.
670–699 points than D work.	D+	Less than basic expectation, has trouble understanding, better than D work.
640-669 points	D	Less than basic expectation, has trouble understanding
600-639 points D work.	D-	Less than basic expectation, has trouble understanding, less than D work.
0–599 points	F	Fails to meet expectations, fails to understand material, fails in attendance and/or assignments.

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity

I will practice and defend academic and personal honesty.

Scholarship

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity

I will use my talents to enrich the human experience.

Excellence

I will strive toward the highest standards of performance in any endeavor I undertake.

Plagiarism and Cheating on any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Student Conduct and Academic Honesty

Written materials that reflect similarity to other student's materials or to web site summaries/reviews may receive no credit. Do the work. Amazon book reviews and Wikipedia articles are of little academic value.

Students are expected to bring textbooks and notebooks to class. Pencils or blue or black pens will be required for Scantron tests – I do not provide pencils or pens.

Except for students who are physicians, subject to military call up, or who have children in day care, cell phones must not be used for calls in this classroom. If you answer a cell phone call in or by leaving the classroom and you do not qualify as above, you will be marked absent for the day. [I believe in multi-tasking but not if it disrupts what we are here to accomplish.]

Unless you have a health-related problem, there should be NO reason to leave this classroom except during scheduled breaks. Anyone who does leave the room and who does not return within a reasonable time will be marked absent for the day. This rule applies to lectures, class presentations and video presentations – all class activities.

During exams and quizzes, students must remain in the classroom and may not receive calls. If you must leave for any valid reason, all materials must be returned to the instructor until you return. Students may not touch or look at cell phones or any electronic devices during exams. Doing so will result in immediate failure of the test.

The instructor may be contacted at the phone number or email address provided. I will return your call once and attempt to leave a message once, but I won't play phone tag.

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computers accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:
<http://guides.ucf.edu/c.php?g=78577&p=517810>.

Computers may be used in class to access eBooks and/or to take notes. Students using computers to access materials not related to the course may be assigned the grade of F at the instructor's discretion. **NO CELL PHONES MAY BE USED FOR ANY REASON DURING THE CLASS. PUT THEM ON SILENT.**

Disclaimer: As many factors may affect the development and progress of a class, the instructor reserves the right to alter the requirements and schedule as may be required to assure attainment of course objectives.

The Calendar: Assignments, Topics, Videos, Exams, Student Presentations, etc.

Date	Topic Each class session is divided into three parts, approximately 6:00 p.m., 7:00 p.m. and 8:00 p.m. The class will decide whether to take one or two formal breaks.	Text Pages 3rd Ed.	Groups	Writing Sessions at end of class period
8/22	Introduction to Humanities 1	3-29		
	1.The Rise of Culture – From Forest to Farm			
8/29	1.The Rise of Culture – From Forest to Farm 2. Mesopotamia – The Ancient Near East	31-65		

	2. Mesopotamia – The Ancient Near East			
	The Hebrew Bible – special session			
9/5	3. The Stability of Ancient Egypt	67-95	Group 3 Presents	
	3. The Stability of Ancient Egypt	97-133		
	4. The Aegean World and the Rise of Greece			
9/12	4. The Aegean World and the Rise of Greece	135-173	Group 4 Presents ESSAY DUE TODAY	
	Greek Drama – special session			
	5. Golden Age of Athens and the Hellenic World			
9/19	5. Golden Age of Athens and the Hellenic World	175--215	Group 5 Presents Group 6 Presents	
	6. Rome: Urban Life and Imperial Majesty			
	6. Rome: Urban Life and Imperial Majesty			
9/26	Exam #1 on Chapters 1, 2, 3, 4, 5. Bring Raspberry ½ size scantron	249-287		
	The New Testament – special session			
	8. The Flowering of Christianity			Writing Session for Group 3 and 4
10/3	8. The Flowering of Christianity	289-317	Group 8 Presents Group 9 Presents	
	9. Rise and Spread of Islam			
				Writing Session for those with less than 90% on the Essay
10/10	9. Rise and Spread of Islam	319-361	Group 10 Presents	
	Muhammad, Islam, and Today – special session	405-433		
	10. Fiefdom and Monastery, Pilgrimage and Crusade			Writing Session for Group 5 - 6
10/17	10. Fiefdom and Monastery, Pilgrimage and Crusade		Group 12 Presents	
	10. Fiefdom and Monastery, Pilgrimage and Crusade			
	12. The Gothic Style			Writing Session for Group 8
10/24	Exam #2 on Chapters 6, 8, 9, 10. Bring Raspberry ½ size scantron	435-465 467-499	Group 13 Presents	

	12. The Gothic Style			
	13. Siena and Florence, 14th c.			Writing Session for Group 9 - 10
10/31	13. Siena and Florence, 14th c.	501-541	Group 14 Presents	
	14. Florence and the Early Renaissance			
	14. Florence and the Early Renaissance			Writing Session for Group 12
11/7	15. The High Renaissance in Rome and Venice		Group 15 Presents	
	15. The High Renaissance in Rome and Venice			
	15. The High Renaissance in Rome and Venice			Writing Session for Group 13
11/14	Exam #3 on Chapters 12, 13, 14, 15. Bring Raspberry ½ size scantron	543-567		
	16. The Renaissance in the North			
	16. The Renaissance in the North			Writing Session for Group 14
11/21	17. The Reformation	569-595	Group 16 Presents	
	17. The Reformation			
	19. England in the Tudor Age			Writing Session for Group 15
11/28	19. England in the Tudor Age	635-661	Group 17 Presents	
	20. Early Counter-Reformation and Mannerism			
	20. Early Counter-Reformation and Mannerism			Writing Session for Group 16
12/5	Exam #4 on Chapters 16, 17, 19, 20. Bring Raspberry ½ size scantron Writing	663-685	Group 19 Presents Group 20 Presents	Writing Session for Group 17 – 19 - 20

Some comments about studying for exams in this course:

Sayre, *The Humanities*, is like what I call a “coffee table book.” It is full of pictures, illustrations and special boxed presentations. It is a big book and, even taking away the pictures, has a lot of narrative text in it as well as substantial excerpts from literature.

It may be the kind of book that makes it hard for you to figure out what to remember for exams. Many students have become accustomed to textbooks that present material in outline form easier to remember for tests.

Reading a narrative text makes it necessary for you as a student to prioritize the material in order to create lists, cards, notes or whatever is helpful for you to prepare for exams.

Organize the material: What is the topic of the section? How is Sayre answering the questions at the beginning of the chapter? What are the topic sentences of each paragraph and what

specific material in the paragraph makes the point of the paragraph? What material is “filler” to make the section more interesting? Don’t memorize “filler.” Figure out what is truly worth knowing. Ask yourself, what would Dr. Truscott think is information that might be of use to us throughout our lives. Work on that.

There is a study guide on Webcourses to help you prepare for exams in this course.