



University of Central Florida  
College of Arts and Humanities  
Department of Philosophy

# Humanistic Tradition I

Course Code and Section: HUM2210 – 0007

Semester: Fall 2016

Credit Hours: 3.0

Class Time: Tuesdays and Thursday, 10:30 a.m. – 11:45 a.m.

Class Location: ENG1 0427

## **Instructor Information**

Name: Dr. Nick Shrubsole

Office Location: PSY 234

Regular Office Hours: TBD

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Office Phone: 407-823-2249

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## **Course Description**

This course provides an interdisciplinary and multicultural study of the arts and sciences that contributed from diverse human traditions to world civilization. Our focus in this first half of the Humanistic Traditions sequence is on ancient civilizations and the cultural heritage stemming from them. This course begins in the prehistoric periods and concludes with the Reformation (sixteenth century CE).

This course is part of the General Education Program (GEP) in “Cultural and Historical Foundations” and can fulfill the Gordon Rule Requirement. In order to apply HUM2210 as a GEP and as a Gordon Rule course, the course must be completed with a minimum grade of C- (1.75).

## Required Text

Please note this is an immersive, interactive digital textbook, available entirely in digital format or in a combination printed book and access card:

- REVEL for Sayre, Henry M. 2015. *The Humanities: Culture, Continuity and Change*, Volume I, 3rd Edition, Pearson Higher Education.

### *Instructions*

This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/3jqkad>
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

Bookmark <https://console.pearson.com> to easily access your materials.

Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.

## Course Goals

By the end of this course, students should be able to:

- Demonstrate knowledge of the meanings of cultural artifacts (i.e., text, art, music, and performance) and expressions (i.e., religion, philosophy, and social theories) in diverse aesthetic, social, historical, and geographical contexts
- Critically analyze the meanings of those artifacts in their particular contexts
- Demonstrate knowledge and awareness of significant events in human world history, the precursors, and chronological location, from the prehistoric to the Reformation
- Appreciate the historic and diverse expressions of culture through critical reflection
- Position themselves vis-à-vis this study of culture and values.
- Demonstrate an ability to gather, synthesize, and analyze information from appropriate resources

## Course Requirements and Grading

Grading Item	Weight
<b>Four Written Assignments</b>	<b>35%</b>
Two Response Papers	20%
Online Discussion	10%
Breakout Group Report	5%
<b>Tests &amp; Quizzes</b>	<b>55%</b>
Three in-class exams	45%
REVEL chapter quizzes	10%
<b>Attendance</b>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

### Grading Scale

A	94% – 100%	Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding.
A-	90% – 93%	Excellent, exceeds average understanding as evidenced in course work and goes well beyond basic understanding.
B+	87% – 89%	Very good. Far above average, fully meets or exceeds average understanding as evidenced in course work, fully understands the basics and goes beyond that level.
B	83% – 86%	Very good. Above average, fully meets average understanding as evidenced in course work, fully understands the basics and can engage material somewhat beyond that level.
B-	80 – 82%	Very good. Just above average, fully meets expectations for basic understanding as evidenced in coursework and fully understands the basics and can engage material at that level.
C+	77 – 79%	Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.
C	73 – 76%	Average, meets minimum expectations and satisfies course requirements.
C-	70 – 72%	Slightly below average, meets bare minimum expectations and satisfies course requirements.
D+	67 – 69%	Lacking in quality. Below average, meets most minimum expectations and satisfies all or most course requirements.
D	64 – 66%	Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.



*Breakout Report*

5%

Regularly over the course of the semester, we will engage in small group activities. These are called **breakout** groups. You will be expected to engage with your fellow classmates and the instructor in response to activities provided at the outset of the class. This may include responding to particular questions, analyzing cultural products, or debating particular topics of interest. For this reason, you are expected to keep up to date on your readings.

For each of these “breakout” assignments, one student will be responsible for providing a summary of the work of the group. This summary must include the names of all individuals in the group and a synthesis of the group response to the activity. This response must be submitted via the course website before 1:00 p.m. of the next scheduled class. **Each student is expected to complete one breakout summary over the course of the semester.**

*Exams*

45% September 27,  
November 3, and  
December 6 (examination period)

Students will write three (3) non-cumulative exams over the course of the semester. These exams will consist of multiple choice questions. Each test will be equally weighted.

*REVEL quizzes*

10%

As you are reading through your textbook, you will notice that there are short quizzes at the end of chapters. Successful completion of these quizzes on or before the due date will result in points toward this portion of your overall grade. You are not expected to complete all tests, but the more points you earn, the better your grade will be. This should also act as a good motivator to keep up with your readings! The first three chapters are due Thursday, September 8. The remainder of the chapter quizzes are due on the scheduled reading date.

How does it work? In the table of contents, you will notice that there is a quiz at the end of all twenty chapters in the book. The quizzes consist of 10 questions. A correct answer on the first try will result in 3 points. If you answer all ten questions correctly on the first attempt you will receive 30 / 30 for the quiz. If you answer incorrectly you will have two more attempts to answer the question. Answering correctly on the second attempt will result in 2 points. Answering correctly on the final attempt will result in 1 point. The total amount of possible points in the REVEL quizzes is approximately 570 (30 points x 19 chapters). Quizzes close at 10:00 a.m. on the due date.

Letter Grade	REVEL Quiz Points
A	471 – 567
B	401 – 470
C	276 – 400
D	200 – 275
F	0 – 199

*Attendance*

10%

You are expected to come to class prepared to discuss the reading material. For this reason, your presence and preparedness are important elements of your assessment in this course. **Attendance will be taken at the very beginning of class.** You are welcome to join the class if you arrive late, but do not ask to sign the attendance sheet.

## Writing Expectations and Instructions

### *Expectations*

Each student will complete four written assignments in this course. Three essays and one breakout group report. As a Gordon Rule course, all written assignments will:

- Have a clearly defined central idea or thesis.
- Provide adequate support for that idea.
- Be organized clearly and logically.
- Show awareness of the conventions of standard written English.
- Be formatted or presented in an appropriate way.

More specifically, you will be assessed on (1) the quality of your writing (i.e., spelling, grammar, and organization), (2) breadth of content (i.e., application of course materials), (3) critical thinking/rationale, and (4) insight/originality.

### *Submission*

All written assignments must be submitted to the course website. All assignments must be in .doc, .docx, or .rtf format. This will enable in-text comments and mark-ups for your convenience.

**All assignments are due no later than 1:00 p.m. on the due date.** The assignment submission folders will be open well before the due date so submit early to be safe. Hard copies will not be accepted in class.

### *Format*

All assignments should be written in Times New Roman 12-point font, double-spaced with one-inch margins. Page numbers should appear on all pages. No designated title page should be included with your assignments. Instead, ensure that a title, your name, student identification number, instructor's name, course code including section number and title, and date appear at the top of the first page.

### *Citation Style*

You must use the MLA style for your assignments. For bonus marks, complete the "Citing Sources Using MLA Style (7th edition)" Information Literacy Module and "Avoiding Plagiarism Using MLA Style" Information Literacy Module. Completion of the two corresponding modules will result in a 3% bonus grade. Both modules must be completed no later than Friday, January 29 at 5:00 p.m. Both modules can be found under the "Assignments" tab on the course website.

### *Turn It In*

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## **Important Notes and Policies**

1. Students with Disabilities
2. Plagiarism and Academic Integrity
3. E-mail Access
4. Diversity Statement
5. UCF Cares

### *Students with Disabilities*

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; [sds@ucf.edu](mailto:sds@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

I sincerely encourage any students with disabilities to speak with me during office hours to ensure that they are able to engage in the course and complete assignments on an equal footing with their fellow classmates. My door is always open to discuss this important matter.

### *Plagiarism and Academic Integrity*

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Plagiarism and Cheating of 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

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: **“whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.”**

#### *E-mail Access*

You will be expected to have daily access to the internet and email, since I will be emailing you regularly 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://registrar.sdes.ucf.edu/webguide/index\\_quickfind.aspx](http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx).

#### *Diversity Statement*

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

#### *UCF Cares*

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

## Course Website

Webcourses is an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu) and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your classmates.

On the website you will find:

- This syllabus



- Important dates
- Submission folders for assignments
- Discussion boards
- Additional class content
- Important announcements
- Grades
- The Syllabus Quiz

## **Instructor Policies**

### *E-mail correspondence*

Please use your Knights e-mail account whenever corresponding with your instructor. Ensure that the Course Code and Section Number appear in the subject line of any e-mail sent to the instructor. Think of an e-mail as a formal letter when corresponding with instructors (as opposed to a text message). Begin with a salutation (a greeting) and conclude with your name. Be respectful and considerate in your language and re-read your e-mail before sending.

### *Late Penalties*

One important lesson you will learn at university is time management. Assignments are expected to be submitted on time. Late assignments will be deducted one letter grade a day for a maximum of four days. After four days, the assignment will be assigned a grade of zero. If you are unable to complete any assignment on the due date, you will preferably contact your instructor prior to the due date or, in exceptional circumstances, within 48 hours of the due date. At the instructor's discretion, only cases of emergencies will warrant an exception to this penalty.

### *Make-Up Exam Policy*

There are no make-up exams offered in this course. Ensure that you are in-class, on time on the day of the exam.

### *No Extra Credit Policy*

Please note there is no extra credit available in this course.

### *Open Door Policy*

I am always available to talk about this class or your educational experience in general. Feel free to stop by or make an appointment at any point over the semester. If you ever require clarification on your grades or concepts discussed within the course, make an appointment to come and chat.

## Class and Reading Schedule

NOTE: REVEL quizzes for each chapter are due on the day of the scheduled reading. For example, the quiz for “Centers of Culture: Court and City in the Larger World” is due on Thursday, October 20. In another example, Chapter 9, “The Rise and Spread of Islam: A New Religion,” is due on Tuesday, October 11. Remember, you are not expected to complete all REVEL quizzes, but the purpose is to ensure that you arrive to class ready to discuss the material.

For your convenience, the due date for the first three chapters is Thursday, September 8, so students can have the time to get the textbook and become familiar with REVEL.

<b>PART I</b> <b>The Ancient World and the Classical Past</b>		
DATE	READING	ASSIGNMENTS/ ACTIVITIES
Tues Aug 23	Syllabus	
Thurs Aug 25	Sayre, “The Rise of Culture: From Forest to Farm,” 1–29.	Complete Syllabus Quiz on Webcourses
Tues Aug 30	Sayre, “The Ancient Near East: Power and Social Order in the Early Middle East,” 30–65.	
Thurs Sept 1	Sayre, “The Stability of Ancient Egypt: Flood and Sun,” 67–95.	
Tues Sept 6	Effective Writing Workshop Writing Handout on Course Website	
Thurs Sept 8	Sayre, “The Aegean World and the Rise of Greece,” 97–126  Sayre, “Golden Age Athens and the Hellenic World,” 135–173.	Breakout Group #1
Tues Sept 13		
Thurs Sept 15	Sayre, “Rome: Urban Life and Imperial Majesty,” 175–211.	Response Paper 1
Tues Sept 20		Breakout Group #2
Thurs Sept 22	Sayre, “Emerging Empires in the East: Urban Life and Imperial Majesty in China and India,” 217–245.	
Tues Sept 27		In-class exam 1
<b>PART II</b> <b>The Medieval World and the Shaping of Culture</b>		
DATE	READING	ASSIGNMENTS
Thurs Sept 29	Sayre, “The Flowering of Christianity: Faith and the Power of Belief in the Early First Millennium,” 249–281.	
Tues Oct 4		Breakout Group #3

Thurs Oct 6	Sayre, "The Rise and Spread of Islam: A New Religion," 289–317.	
Tues Oct 11		
Thurs Oct 13	Sayre, "Fiefdom and Monastery, Pilgrimage and Crusade: The Early Medieval World in Europe," 319 –361.	
Tues, Oct 18	Multiple Choice Creation Workshop	Breakout Group #4
Thurs Oct 20	Sayre, "Centers of Culture: Court and City in the Larger World," 363 –403.	Response Paper 2
Tues Oct 25	Sayre, "The Gothic Style: Faith and Knowledge in an Age of Inquiry," 405 –431.	
Thurs Oct 27	Multiple Choice Creation Workshop II	
Tues Nov 1	Review Class	
Thurs Nov 3		In-class exam 2
<b>PART III</b> <b>The Renaissance and the Age of Encounter</b>		
<b>DATE</b>	<b>READING</b>	<b>ASSIGNMENTS</b>
Tues Nov 8	Sayre, "Florence and the Early Renaissance: Humanism in Italy," 467–495.	
Thurs Nov 10	Sayre, ". The High Renaissance in Rome and Venice: Papal Patronage and Civic Pride," 501–541.	
Tues Nov 15	Sayre, "The Renaissance in the North: Between Wealth and Want," 543–565.	Breakout Group #5
Thurs Nov 17	Sayre, "The Reformation: A New Church and the Arts," 569–593.	
Tues Nov 22	Sayre, "Encounter and Confrontation: The Impact of Increasing Global Interaction," 597–629.	
THANKSGIVING BREAK (No class on Thurs Nov 24)		
Tues Nov 29	Sayre, "England in the Tudor Age: "This Other Eden,"" 635–659.	Breakout Group #6
Thurs Dec 1	Sayre, "The Early Counter-Reformation and Mannerism: Restraint and Invention," 663–684.	
Tuesday, December 6 at 10:00 a.m.		In-class exam 3

Note: The instructor welcomes comments and suggestions about the course and encourages feedback throughout the course. He also reserves the right to amend the syllabus at his discretion. The following course schedule is meant as a guide and may be modified when necessary (e.g., for guest speakers, etc.). Changes and alterations in the schedule of topics,

examination dates, paper due dates, assignments and other schedule-related information may be made from time to time to facilitate completion of all major sections listed.