



## HUM 2210: Humanistic Tradition I

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

### COURSE SYLLABUS

**This syllabus may be modified at any time at the instructor's discretion**

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Instructor:	Kevin Beers	Term:	Fall 2017
Office:	N/A	Class Meeting Days:	TR
Phone / Text:	407-484-3671	Class Meeting Hours:	10:30am – 11:45am
Email:	Kevin.Beers@ucf.edu	Class Location:	ENG O435
Website	TBA		
Office Hours:	By appointment only		

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#### I. Welcome

I am glad you registered for this course. I look forward to exploring some of my favorite people and topics with you this semester. The people, cultures, and artifacts we will discuss in this class helped to create large portions of our lives. Many things that we take for granted came as a result of ancient peoples' ingenuity and perseverance. Some of these, such as rational thinking, philosophy, and empirical observation (the beginnings of science) are high-level topics we may not think about on a daily basis; however, our lives are touched each and every day by these civilizations when we drive on roads, follow written laws, drink from a water fountain, or blissfully flush our toilets. The cultures that have come before us have influenced our views on beauty, morality and justice. They have been imitated often, which is, perhaps, the best means of flattery one can give. Take a look at the architecture of Washington D.C., or even New York or Chicago, and you will see the value our country has placed on what has come before. These cultures, from thousands of years ago, valued ideas such as simplicity, balance, symmetry and clarity. We share these values. We aspire to them.

But, we are not the same. Previous cultures saw the world differently than we do. They were different people than we are, with different ways of thinking, feeling and interacting with the world. This semester, I hope you will come to understand a little better these cultures and, more importantly, these individuals that have played such an important role guiding us to the world we now live in, and in the process, make connections to your own lives as both individuals and citizens. I look forward to getting to know all of you as individuals and students. Welcome to HUM2210 Humanistic Tradition I!

## **II. University Course Catalog Description**

### *Course Description*

#### Humanistic Tradition 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 used in class and assigned as homework.

## **III. Course Overview**

The course is designed for continued or first-time studies in the Humanities, concentrating on the period beginning with Prehistory and proceeding to the early Modern world.

## **IV. 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, philosophy 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 reflect upon the value of the cultural contribution that he/she will make in life.

## **V. Course Prerequisites**

Students should have completed the basic requirements for writing and reading at a college level.

## **VI. Course Credits**

This is a three (3) credit course.

## **VII. Required Texts and Materials**

*The Humanistic Tradition*, Vol. I, by Gloria K. Fiero, 7th Edition, McGraw-Hill Education, ISBN 978-1-259-36066-4.

(The binder edition, the single text version, or ebook version, if available, are all acceptable)

*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.*

## **VIII. Supplementary (Optional) Texts and Materials**

Primary sources, in translation, will be provided as support for specific discussions or topics. Additional resources will be provided by the instructor through webcourses or as handouts in class.

**IX. Grade Determination / Assessments**

**Grades are determined using a 1000 point system**

**To determine your grade, divide your total points by 1000**

<b>Mandatory Assignments</b>	<b>Points (out of 700 total)</b>
Choose <i>Either</i> Exam #1 <i>or</i> Essay #1	200 pts
Choose <i>Either</i> Exam #2 <i>or</i> Essay #2	200pts
Final Exam	250 pts
Classroom Performance (attendance, participation, group work)	50 pts
<b>Optional Assignments</b>	<b>Points (up to 400 available)</b>
Reflection Journal Entries (short writings)	50 pts each (up to 5x = 250 pts)
Textbook Quizzes	10 pts each (up to 10x = 100 pts)
Cultural Event (museum visit, concert, theater performance)	25 pts each (up to 2x = 50)

**Please Note:**

- ✓ In order to ensure that each option offers a fair and balanced choice, no late work can be accepted. **There can be no exceptions to this.**
- ✓ Essays may, however, be submitted before their deadlines.
- ✓ On test days, you may leave once your essay has been handed in if you choose to submit an essay for mandatory option #1 or #2.
- ✓ Attendance for the Final Exam is MANDATORY. Again, no exceptions can be made.

## X. Grading Examples

### Example #1 *Charles*

- ✓ Charles does not like taking tests. He freezes up and forgets everything he studied. He prefers to work methodically by writing and revising, so he decides to write Essay #1 as his first assignment. He scores 182 out of 200 points.
- ✓ Around the middle of the term, life intervenes, forcing Charles to deal with some obstacles outside of class. He does not feel that he has the proper amount of time to write another essay successfully, so decides to take Exam #2 instead. He does well and scores 178 out of 200 points.
- ✓ Charles attends class regularly, missing only one day, and usually participates in classroom discussions.
- ✓ Throughout the semester, Charles completes 3 Reflection Journal entries and all 10 textbook quizzes, earning perfect scores on each of them.
- ✓ Lastly, Charles studies for the final exam and scores 220 out of 250 points.

#### **Charles' grades will look like this:**

Mandatory Chosen Assignment #1 (Essay) – 182

Mandatory Chosen Assignment #2 (Exam) – 178

Reflection Journal Entries (3 out of 5) – 150

Textbook Quizzes (5 out of 10) 50

Classroom Performance – 44

Mandatory Final Exam – 220

Charles' final grade – 824 out of 1000 = 82.4%    B

### Example #2 *Natasha*

- ✓ Natasha is determined to earn in A. She puts together a plan at the beginning of the semester that she believes will lead her where she wants to be.
- ✓ Natasha does not like writing essays, so she decides to take both Exam #1 and Exam #2. She scores 185 and 179 respectively.
- ✓ Natasha comes to class prepared, participates consistently and is often a leader during discussions.
- ✓ She also realizes that in order to get the grade she wants, she will need to complete all five Reflection Journal entries, which she scores 45 on each, and 3 of the 10 textbook quizzes, where she misses two questions and scores 26 total points.
- ✓ She works hard preparing for the final exam and scores a 235

#### **Natasha's grade will look like this:**

Mandatory Chosen Assignment #1 (Exam) - 185

Mandatory Chosen Assignment #2 (Exam) - 179

Reflection Journal Entries (5 of 6) - 225

Textbook Quizzes – 26 (3 of 10)

Classroom Performance -50

Mandatory Final Exam – 235

Natasha's Final Grade – 900 out of 1000 = 90%    A

## XI. Grading Descriptions and Values

Grade	% of Total	Description
A	90% – 100%	Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding. Truly exceptional work.
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	80% – 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.
C+	77% – 79%	Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.
C	70% – 76%	Average, meets 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	60% – 66%	Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.
F	0% – 60%	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.

## XII. Computer and Email Requirements

- ✓ You must have access to a computer with Windows XP or higher or compatible Macintosh OS.
  
- ✓ 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. Webcourses will be used extensively in this course for supplemental readings, quizzes and assignment submissions.
  
- ✓ 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.

### XIII. **Course Policies: Student Expectations**

#### **Disability Access:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Attendance Policy:** Attendance is mandatory and will be taken every class. Students can miss up to three (3) classes without penalty; any further absences require documentation or other evidence, i.e., extreme acts of nature. Missing more than three classes without proper documentation will result in a reduction of final grade or possibly withdrawal from the course at the instructor's discretion.

#### **Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom periods. Those not heeding this rule will be asked to leave the classroom immediately and will be counted as absent. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade. In addition, etiquette extends to email, as netiquette. Civility in all actions shall be maintained.

#### **Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

#### **University Writing Center:**

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 MOD 608, or call 407.823.2197.

### XIV. **Important Dates to Remember**

All the dates and assignments are tentative, and can be changed at the discretion of the instructor. Consult the Academic Calendar for Fall 2017, or the syllabus, concerning the following issues or deadlines.

Confirm class activity for Financial Aid:	Monday, August 21, 2017 - Friday, August 25, 2017
Last Day to Drop with Full Refund:	Thursday, August 24, 2017
Drop/Swap Deadline:	Thursday, August 24, 2017
Grade Forgiveness Deadline:	Monday, October 30, 2017
Withdrawal Deadline:	Monday, October 30, 2017
Final Examination:	Tuesday, December 5, 2017 10:00 AM – 12:50 PM

XV. **Some comments about studying for exams in this course:**

- ✓ Fiero's book, *The Humanistic Tradition*, is what I call a "coffee table textbook." 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, which is 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 Fiero 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. What seems relevant to you? What do you think is relevant to me?

**READING COMPREHENSION AND ANALYSIS ARE THE CORE OF THIS CLASS.  
PLEASE BE READY TO READ AND DISCUSS YOUR IDEAS.**

