

HUM 2210-0009: HUMANISTIC TRADITIONS I

T&TH: 09:00-10:15 AM

Location: ENG1 0435

Spring 2018

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Office Hours: Wednesdays 9:30-10:30am or by appointment
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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 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-.

STUDENT LEARNING OUTCOMES

- To demonstrate knowledge of the meanings of an artwork, performance, or text in diverse aesthetic, historical and cultural contexts.
- To demonstrate knowledge of the chronology and significance of major events in world civilization.
- Identify and deepen appreciation of common human themes and the richness of diverse cultures.
- Learn to position yourself vis-à-vis this study of culture and values.
- Learn to think critically (and philosophically) about this information.

REQUIRED TEXTS & SUPPLIES:

- Henry M. Sayre, *The Humanities: Culture, Continuity and Change*, Volume 1, 3rd Edition, Pearson
- College Ruled Line Paper & Pen

REQUIRED WORK & GRADING

University Required Work – (0%)

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will not be graded instead you will just need to complete the quiz on time to receive credit.
- **GEP Assessments:** These assessments are used by the department to gauge the course’s achievement of the student learning outcomes. Thus, like the syllabus quiz, these GEP assessments will not be graded and instead you will just need to complete them to receive credit.

Participation – (15%)

Participation consists of two areas:

- **Engagement:** At the most basic level, you should be present in class in order to participate. Not being present means that you cannot engage with the texts, lectures, discussions, group activities, free-writes, and workshops. But showing up every day is certainly not enough; you must be contributing to the overall productive dynamic of the classroom. What this means then is:
 - When we have group work days, I will be observing and walking around to see how your general involvement with that activity is while you are working, and what contributions you make in the ensuing discussion or group presentation.
 - When we have class discussions, you actively engage in the ensuing discussion. This means that you bring up topics to discuss, attentively listen to others, and thoughtfully respond to other people's comments.
- **In-class Free-Write Journal:** When we have free-writes, you use the allotted time to thoroughly engage with the writing prompt whether it asks you to jot initial impressions of a text or reflect on broader questions the day's class. Afterwards, I expect you to share your insights to begin a class discussion.

These free-writes must be written by hand (**NOT** on a laptop) on individual college ruled lined paper (**NO** actual composition books). You may use the same sheet of paper to write multiple entries. You will write the day and time of each entry on the top right hand corner. Afterwards, as a setup to a whole class discussion, you will share what you wrote to a classmate and have him/her sign your individual entry.

Throughout the semester, I will randomly ask you to submit these journal entries to me. Thus, you are responsible to bring them every day to class. Also, at the end of the semester, you will need to collect all of these entries and staple them together to submit them to me.

Midterm Exams – (15% each)

The course will have two midterms in the semester. These will follow the completion of the first two units of the course. Exams will be composed of multiple choice questions that will be completed on a scantron in class. At the end of the first two units, you will be given a study guide as well as a day off from class to study.

Comprehensive Final Exam – (35%)

Like the midterms, the final exam will consist of a multiple choice questions that will be completed on a scantron. The final exam will be comprehensive but a stronger emphasis will be placed on the final unit of the course.

Group Project and Presentation – (20%)

The group project and presentation primarily serves as an opportunity to demonstrate your analytical abilities and partially as a comprehensive review of the entire course in preparation for the final exam. The class will be divided into small groups that will be assigned a specific chapters to review and present on to the entire class. The project and presentation will be composed of multiple components that the group will work on individually and collectively. These include:

- **600 word minimum cultural analysis of a historical cultural object** (Individual): Each member of the group will need to do their own analysis of a cultural object discussed from the group's assigned chapter. The analysis will need to focus on the way in which the cultural object expresses the historical values, ideas, and humanistic themes found in the cultures and societies discussed in the group's

assigned chapter.

- **600 minimum word cultural analysis of a contemporary cultural object** (Group): Your group will need to find, research, and analyze a contemporary (past 100 years) cultural object that is either part of an aesthetic tradition discussed in your chapter or makes explicit reference to a cultural object discussed in your chapter. This analysis will need to focus on how the contemporary cultural objects reinterpret the aesthetic tradition or cultural object to express contemporary values, ideas, or themes and historical, political, and material social conditions while, at the same time, connecting the contemporary values and conditions to the past. For example, the film *10 Things I Hate About You* is a modern adaptation of William Shakespeare's play *The Taming of the Shrew*. How does the changes made in this adaptation (i.e. a high school setting rather than the Elizabethan court) signify its contemporary cultural values and ideas (i.e. more modern gender norms) and historical context (i.e. 1990s)? How does the adaptation retain the Elizabethan cultural values and ideas and historical context (i.e. notions of romance)? To accomplish this task, you will need to do some independent research on your contemporary cultural object in order to properly contextualize it historically.
- **1-2 page study guide of the chapter** (Group): The study guide needs to condense the most significant information from the group's respective chapter. These will be circulated to the entire class to help your fellow classmates study for the final exam. The study guide is the component of the group project that functions as comprehensive review for the final exam.
- **10-minute presentation** (Group): The group presentation's purpose is to demonstrate your group's analytical abilities to the rest of the class. In particular, your presentation will need to show the continuity and change of humanistic cultural ideas and values by presenting your group's analysis of the contemporary cultural object and, at minimum, one analysis of a cultural object discussed in your group's assigned chapter. In other words, the group presentation must demonstrate both the way in which central themes/ideas of humanistic traditions found in your assigned chapter are expressed through specific cultural objects and how these themes/ideas change and/or continue in more contemporary culture. Furthermore, I expect these presentations to be purposeful and well-rehearsed in order to fit your allotted time.
- **1-page presentation outline** (Group): The purpose of this outline is to help your group to plan the group presentation in order to meet my expectation. Thus, this outline will need to sketch out the time line of group presentation as well as each member's role, purpose, and main talking points in each phase of the presentation.

A more detailed explanation and description of these components and grading rubrics will be provided when we transition into the group project unit. Individual grades will be determined through a combination of the individual submission, group submissions, and group self-assessment.

GRADING SCALE

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

* This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after

rounding up the grade to *0%, you will be assigned a B- rather than a B.

ASSIGNMENT POLICIES

Paper Format:

All submitted papers must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type (e.g. historical object analysis) in the upper right-hand corner of the first page (single spaced, please).

Academic Integrity:

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 (<http://osc.sdes.ucf.edu>) for further action. See the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu>) 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.

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."

Turnitin:

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 www.turnitin.com.

COURSE POLICIES

Communication:

In this class, our official mode of communication is through email. Please include the course and section number in the subject line of all email communications. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly

Email:

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hour or right before or after class.

Lecture Purpose & Being Prepared for Class:

Course lectures and in-class activities are for two-purposes. First, it is a guide to the course readings, providing an overarching narrative to the course content and highlighting the most relevant information

from the textbook. Second, it is an opportunity to practice collectively cultural analysis and discuss relevant ideas. Thus, to be prepared for class, you will need bring your textbook so that you can participate in some in-class activities.

Punctuality and Attendance:

Even though I do not take attendance, I do believe it is essential to your success in the course, especially in processing the information from each chapter. It may not directly impact your participation grade but it does so indirectly as a necessary prerequisite to both class engagement and completing the in-class Free-Write journal. Along the same lines, punctuality will be equally important to your success. I understand that arriving on time can be difficult with such a large campus and short break in-between each session. Therefore, I provide a 15 minute grace period after the class has begun. However, if you arrive after this grace period, I will politely ask you to leave the class for that day.

Cell Phones and the Use of Other Technologies:

You **MUST** turn off your cell phone **BEFORE** you enter the classroom. Failing to turn off your cell phone is a sign of disrespect to your fellow students and myself. Other signs of disrespect include: text-messaging, wearing headphones, or using any type of distracting electronic devices. You may use a laptop to take notes in class. However, as I indicated earlier, free-writes must be written by hand on paper. This policy is enforced at all times unless I instruct otherwise. If you continually text or sleep or talk inappropriately, etc. it will negatively impact your participation in the class.

Classroom Culture:

I want all of you to feel welcomed *and* challenged in this class – by me and by each other. This necessitates that you enter the classroom with an understanding that all of us bring something different to discussion (backgrounds, viewpoints, experiences and identities) and that those “somethings” can potentially rub other people the wrong way. While I encourage academic debate, it can only occur productively in an environment that not only puts respect for all viewpoints first and foremost rather than relying on rudeness or antagonism. We are here to learn from each other. As I have iterated elsewhere in this syllabus, open communication will be an important part of this class and if at any time you feel uncomfortable, I encourage you to speak to me about it so that the issue can be addressed appropriately.

ACCOMMODATIONS AND RESOURCES

Accessibility Accommodations, Ferrell Commons 185, 407-823-2371

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 Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@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.

University Writing Center, Colbourn Hall 105, 407-823-2197

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Student Academic Resource Center, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

CALENDAR

This calendar is subject to revisions, additions, and removal at my discretion.

Date	Reading & Work Due
Tuesday – 01/09	Introductions & Syllabus
Thursday – 01/11	How to understand culture and the humanities? How to analyze cultural objects? Complete Syllabus Quiz by 11:59pm
The Ancient World and the Classical Past - (Prehistory to 200CE)	
Tuesday – 01/16	Ch. 1 - The Rise of Culture: From Forest to Farm
Thursday – 01/18	Ch. 2 – The Ancient Near East: Power and Social Order
Tuesday – 01/23	Ch. 4 – The Aegean World and the Rise of Greece: Trade, War, and Victory Ch. 5 – Golden Age Athens and the Hellenic World: The School of Hellas
Thursday – 01/25	Ch. 6 – Rome: Urban Life and Imperial Majesty
Tuesday – 01/30	Ch. 7 – Emerging Empires in the East: Urban Life and Imperial Majesty in China and India
Thursday – 02/01	NO CLASS - Study Day
Tuesday – 02/06	Midterm #1 – Bring Number 2 Pencil and Raspberry Scantron
The Medieval World and the Shaping of Culture – (200CE – 1400)	
Thursday – 02/08	Ch. 8 – The Flowering of Christianity: Faith and the Power of Belief in the Early First Millennium
Tuesday – 02/13	Ch. 9 – The Rise and Spread of Islam: A New Religion
Thursday – 02/15	Ch. 10 – Fiefdom and Monastery, Pilgrimage and Crusade: The Early Medieval World in Europe
Tuesday – 02/20	Ch. 11 – Centers of Culture: Court and City in the Larger World
Thursday – 02/22	Ch. 12 – The Gothic Style: Faith and Knowledge in an Age of Inquiry
Tuesday – 02/27	NO CLASS - Study Day
Thursday – 03/01	Midterm #2 – Bring Number 2 Pencil and Raspberry Scantron
The Renaissance and the Age of Encounter – (1400-1600)	

Tuesday – 03/06	Ch. 14 – Florence and the Early Renaissance: Humanism in Italy
Thursday – 03/08	Ch. 15 – The High Renaissance in Rome and Venice: Papal Patronage and Civic Pride Ch. 16 – The Renaissance in the North: Between Wealth and Want
Tuesday – 03/13	NO CLASS – Spring Break
Thursday – 03/15	NO CLASS – Spring Break
Tuesday – 03/20	Ch. 18 – Encounter and the Confrontation: The Impact of Increasing Global Interaction
Thursday – 03/22	Ch. 17 – The Reformation: A New Church and the Arts
Tuesday – 03/27	Ch. 20 – The Early Counter-Reformation and Mannerism: Restraint and Invention
Group Project	
Thursday – 03/29	Reflection, Introduction to the Group Project, In-Class Group Work
Tuesday – 04/03	Library Research Day
Thursday – 04/05	In-Class Group Work
Tuesday – 04/10	In-Class Group Work
Thursday – 04/12	Student Presentation: Chapter 1-7
Tuesday – 04/17	Student Presentation: Chapter 8-14
Thursday – 04/19	Student Presentation: Chapter 15-20
Thursday – 04/26	Final Exam from 7:00am-9:50am in our normal classroom (ENG1 0435). You will need bring a pencil and a raspberry scantron. Also, you must bring all of your journal entries stapled together.