

Course Description

This course provides an interdisciplinary study of humanistic traditions across ancient and medieval cultures and civilizations. Humanistic traditions include various art forms, architecture, scientific and technological innovations, commerce, social organization and governance, philosophy, ethics, religion and sacred practices, among other things. The variety in human enterprises reveals the need for diverse skills sets for analysis and interpretation, hence the interdisciplinary nature of this course. In accordance with the Gordon Rule Requirements, one of the primary learning methods employed in this course is thesis driven, academic writing. Other methods include collaboration, creative assignments, discussion, and testing. The focus in this first half of the Humanistic Traditions sequence is on ancient and medieval societies and the cultural heritage stemming from them. One objective in engaging these cultures, movements, figures, works, etc. is to discover their ongoing significance and relevance for contemporary human communities and endeavors, what I call bringing past to present. With this in mind, I frequently couple study of the primary cultures with materials that show their influences historically and today.

***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 Texts

Henry M. Sayre, *The Humanities: Culture, Continuity and Change*, Volume I, 3rd Edition, Pearson
Various readings available through Webcourses

Learning Objectives

- To demonstrate knowledge of and critically analyze 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 diverse cultural locations and values
- Be able to gather, synthesize, and analyze information from appropriate resources and be able to critically evaluate information and sources for accuracy and credibility
- Learn to think critically (and philosophically) about this information

Evaluation & Grading

Your course requirements will count for the following percentages of your final grade:

(i)	GEP Assessments	1%	
(ii)	Syllabus Quiz	2%	
(iii)	Participation	12%	
(iv)	Exams	55%	(average of three)
(v)	Workshop	5%	
(vi)	Essay	25%	
	Total	100%	

Grading Scale.

A	100-94%	B	85-80%	D+	69-66%
A-	93-90%	C+	79-76%	D	65-60%
B+	89-86%	C	75-70%	F	59-0%

*****You must have a 70% or higher to pass this class.**

Attendance. Your participation grade is based on class attendance, preparation, and documented participation in class activities and discussions. I will take attendance or assign unannounced in-class exercises. These exercises may include group-work, pop reading quizzes, in-class writing, etc. Every absence after the first two will result in the loss of 2 percentage points from your final grade. Failing quizzes, nonparticipation, or coming unprepared to participate in activities will carry the same penalty as an absence. Arriving more than ten minutes late and leaving early will carry the same penalty. I do not excuse absences in this course. Two absences should be sufficient to accommodate general emergencies, illness, and extenuating obligations.

*****IMPORTANT** - As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz no later than Friday, August 26 at 11:59PM. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Emergencies. Make sure that any health or personal emergencies are properly documented, and please come and talk to me **as soon as possible** if difficulties arise during the semester.

Late Work. Ten percentage points will be deducted for each day an assignment is late.

Writing Assessment. The quality of your writing for this course will be evaluated across three criteria categories as indicated in the assessment rubric below and four evaluative classifications. The four evaluative classifications include Unsatisfactory, Satisfactory, Good, and Exceptional. See the second chart below to understand how these categories correspond to particular grades for assignments.

Criteria	U	S	G	E
I. Form <ul style="list-style-type: none"> Language, grammar, and style Structure and organization Quality of editing and transitions Readability or accessibility, clarity, and cohesion 				
II. Content <ul style="list-style-type: none"> Adequate reference to sources and experts Accuracy Contextualization and citation style Efficacy in supporting the project's arguments and/or objectives 				
III. Objectives <ul style="list-style-type: none"> Satisfies the requirements of the assignment Execution Level of daring, creativity, innovation, and/or originality Contribution to the larger issues and questions that the project addresses 				

Category	Description	Grade Assignment
Unsatisfactory	<ul style="list-style-type: none"> Does not meet assignment requirements 	D+ and below

	<ul style="list-style-type: none"> • Significant grammar and style problems • Inadequate, ineffective and/or inaccurate use of sources • Unsound structure and organization 	
Satisfactory	<ul style="list-style-type: none"> • Meets most or all assignment requirements • May have some grammar and style problems • Somewhat adequate, effective and accurate use of sources • May have some problems with structure and organization 	C+, C
Good	<ul style="list-style-type: none"> • Meets all assignment requirements • Zero to minor grammar and style errors • Demonstrates adequate, effective, and accurate use of sources • Employs sound structure and organization of ideas and arguments 	B+, B
Exceptional	<ul style="list-style-type: none"> • Satisfies all criteria for a Good evaluation and also shows exceptional creativity, innovation, or insight 	A, A-

Course Requirements

GEP Assessments. These are ungraded assessments in the form of a pre-test due at the beginning of the course and a post-test due at the end of the course. Both of these assessments will be available through Webcourses in the GEP section of HUM2210. You will receive full credit as long as you complete them within the respective windows.

Syllabus Quiz. The Syllabus Quiz is located in Webcourses under Quizzes. The Syllabus Quiz is due on Friday, August 26 at 11:59PM.

*****IMPORTANT** - As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz no later than Friday, August 26 at 11:59PM. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Participation. As is noted above, your participation grade is based on class attendance, preparation, and documented participation in class activities and discussions. I will take attendance or assign unannounced in-class exercises. These exercises may include group-work, pop reading quizzes, in-class writing, etc. Every unexcused absence after two will result in the loss of 2 percentage points from your final grade. Failing quizzes, nonparticipation, or coming unprepared to participate in activities will carry the same penalty as an absence. Arriving more than ten minutes late and leaving early will carry the same penalty. I do not excuse absences in this course. Two absences should be sufficient to accommodate general emergencies, illness, and extenuating obligations. If emergencies arise during the semester that result in more than two absences, please talk to me as soon as possible.

Exams. Course exams will combine objective style questions, including multiple-choice, matching, and true/false formats. Exams will be administered using scantron forms. **You are required to bring your own scantron form to each exam along with your student ID card.** You must purchase the pink/raspberry form with the UCF logo from either the campus bookstore or pick-up one free from the Technology Product Center. Scantrons must be filled out with pencil, blue or black ink.

Workshop. In advance of your essay submission, we will engage in an in-class writing workshop. The materials that you prepare for this workshop will also give me an opportunity to give you feedback on your writing and textual engagement before you submit your final essay. The workshop will be in class on Tuesday, October 4. You must attend class and have all of your required materials in order to receive credit. These materials will include 1) two

sample paragraphs responding to the prompt: an introduction which is specific, compelling, and clearly states your thesis, and a body level paragraph that effectively engages specific passages from *Antigone* in support of a clearly stated supporting argument; and 2) a bibliography adhering to either MLA or Turabian style guidelines. You must bring a hardcopy of these materials to class, as well as submit a digital copy via Webcourses in advance of class on October 4. Please see the assignment prompt in Webcourses for further instructions on preparing these materials.

Antigone Essay. Your essay requirement for this course will respond to a specific prompt addressing the Greek tragedy *Antigone*. Please see the assignment prompt available in Webcourses for further instructions. Your essay should propose a clear and compelling thesis that is supported by a synthesis of your own ideas, analysis of the primary text, and engagement with well-cited, peer-reviewed analyses of the play. You are required to engage Martha Nussbaum's essay, which we will read for class. I strongly suggest that you read and engage at least one other peer-reviewed article or essay. The final essay should be 1000-1500 words not including your header and bibliography. Regarding formatting, the final submission should be double-spaced with 1-inch margins and using 12pt Times New Roman font. You must submit your essay electronically via Webcourses by 11:59PM on Tuesday, November 22. You must include a complete bibliography adhering to either MLA or Turabian style guidelines.

*****What is 'peer-reviewed'?** A good indicator of academic rigor is that a source is designated "peer-reviewed." This means that the source has been reviewed and approved for publication by other scholars in the field. Academic sources include academic journal articles, books (also, book chapters or essays from collected volumes), and/or peer-reviewed reference texts. Be very careful using online resources! For example, Wikipedia may be a starting point for research, but it is not an acceptable source.

Etiquettes

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.

Be prepared for class. You need to have the assigned readings done before class so that you are prepared to participate in discussions and activities. Also, you need to bring your textbook and other assigned readings to class with you. Not having your course materials for discussions and activities will result in a loss of participation credit.

Technology. Cell phones must be turned off and put away before class begins. Laptops and digital reading devices are allowed for class related activities only. If I find that you are using them in class for any other reason, you will not be allowed to use any devices in class for the duration of the semester.

Accommodations. 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.

R-E-S-P-E-C-T. In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind.

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, abilities, 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.

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.

Keep calm and read the syllabus. Please take the time to read the syllabus at the start of class and note important deadlines, procedures, and policies. Also, before sending me an email, please take the time to check to see if your question is answered in the syllabus.

Course Schedule

*****All deadlines and exam dates are firm. However, please be advised that additional readings may be posted in Webcourses, and adjustments to the reading schedule may be made at the start of each unit. Additions and adjustments will be announced in class and in Webcourses.**

INTRODUCTIONS – WHY THE HUMANITIES?		
DATE	READINGS	DUE
Tuesday, August 23	Syllabus; Introductions	
Thursday, August 25	<i>New Republic</i> articles available in Webcourses	Syllabus Quiz due by 11:59PM on Friday, August 26
UNIT I – THE ANCIENT WORLD AND THE CLASSICAL PAST		
		The Rise of Culture
Tuesday, August 30	Sayre, Chapter 1, pp. 1-10, 14-23, 27-29; <i>Venus of Willendorf</i> materials available on Webcourses	
Thursday, September 1	Sayre, Chapter 2	
Tuesday, September 6	Film Aronofsky's <i>Noah</i> (2014) and reviews available in Webcourses	
Thursday, September 8	Sayre, Chapter 3	
		The Origins and Legacies of Hellenism
Tuesday, September 13	Sayre, Chapter 4, pp. 97-126 and Chapter 5, pp. 135-166, 169-173	

Thursday, September 15	Selections from <i>Antigone</i> available on Webcourses	
Tuesday, September 20	Nussbaum essay available on Webcourses	
Thursday, September 22	Sayre, Chapter 6, 175-191; 213-215	
Tuesday, September 27	Sayre, Chapter 6, 191-211; Mary Beard Article in Webcourses	
Thursday, September 29		Exam I
Tuesday, October 4	Workshop	Workshop Materials
UNIT II – THE MEDIEVAL WORLD AND SACRED EXPRESSIONS		
Listening to the West		
Thursday, October 6	Sayre, Chapter 8	
Tuesday, October 11	Sayre, Chapter 9	
Thursday, October 13	Sayre, Chapter 10	
Tuesday, October 18	Sayre, Chapter 12	
Looking to the East		
Thursday, October 20	Sayre, Chapter 7, pp. 217-245; <i>The Heart Sutra</i> translations available in Webcourses	
Tuesday, October 25	Sayre, Chapter 11, pp. 363-383, 402-403	
Thursday, October 27	Chapter 18, pp. 614-629; Articles on the Japanese arts available in Webcourses	WITHDRAWAL DEADLINE – MONDAY, OCT 31st!!
Tuesday, November 1		Exam II
UNIT III – THE RENAISSANCE AND THE AGE OF ENCOUNTER		
Resistance, Rebirth, Reform		
Thursday, November 3	Sayre, Chapter 13	
Tuesday, November 8	TBA	
Thursday, November 10	NO CLASS MEETING - Be sure to complete the assigned discussion in Webcourses for participation credit.	Bringing Past to Present Discussion in Webcourses Initial post is due by Thursday, November 10 at 11:59PM, and responses to classmates are due by Sunday, November 13 at 11:59pm.
Tuesday, November 15	Sayre, Chapter 14-15	
Thursday, November 17	Sayre, Chapter 16	
Tuesday, November 22	Sayre, Chapter 17	Antigone Essay
Thursday, November 24	NO CLASS – Thanksgiving!	
“Encountering” the <i>Other</i>		
Tuesday, November 29	Sayre, Chapter 19, 635-59; Matoaka materials available via Webcourses	
Thursday, December 1	Sayre, Chapter 18, pp. 604-613; Ta-Nehisi Coates’ article ‘The Case for Reparations’ available on Webcourses	

*****FINAL EXAM – THURSDAY, DECEMBER 8, 1:00-3:50PM**