

HUM2210 Spring 2017 (W) Humanistic Tradition I

Instructor Contact

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***The official modes of communication for this course are external email and internal Canvas messages. The instructor will only respond to external email sent to her @ucf.edu email address (listed above) by students using their @knights.ucf.edu email addresses. Also, please do not expect an immediate response to messages and emails. Forty-eight hours is a reasonable amount of time in which to expect a response.

Course Information

- Course Name: Humanistic Tradition I
- Course ID & Section: HUM2210-0W64
- Credit Hours: 3
- Semester/Year: Spring 2017
- Location: Online

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).

Course 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 value
- 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

Required Texts

Henry M. Sayre, *The Humanities: Culture, Continuity and Change*, Volume I, 3rd Edition, Pearson

***Throughout the course, there may be additional readings, films, and other materials assigned that are not in the textbook. These readings will be specified under Modules for each respective week and will be available electronically through Canvas.

Evaluation and Grading

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

Assignment	Percentage of Grade
Discussions	30%
Quizzes	35%
Writing Workshop	10%
Essay	25%
Total	100%

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

Extra Credit: There are two opportunities for extra credit in this course. These will be the only opportunities for extra credit, so please take advantage of them as they are offered.

- **GEP Assessments.** These are ungraded assessments in the form of a pre-test due at the beginning of the semester and a post-test due at the end of the semester. 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. Completion of both assessments will result in 1 percentage point added to your final average.
- **Writing Center Visit.** You may earn two percentage points added to your final essay grade if you complete a 45 minute appointment with the UCF Writing Center after you receive feedback on your workshop materials and before you submit your final essay. You must submit a PDF or screenshot of your follow-up email from the UWC along with your final paper.

Course Requirements

Readings: There are readings, films, and other materials assigned each week in this course. The assigned materials are listed in each weekly overview and on the weekly readings pages available under [Modules](#). Your success in graded discussions and on quizzes will depend on your demonstrating clear understanding and critical engagement with these materials.

Discussions: You are required to participate in a graded discussion in the first week of each module. Your initial posts will respond to a structured prompt. Be sure to answer these prompts in their entirety using direct references to the assigned readings, films, etc. Your initial posts are due by Wednesday at 11:59pm. You are also required to respond to at least two classmates in each discussion before Sunday at 11:59pm. Discussions will be graded based on three criteria: 1) the quality of your initial post, 2) the quality of your responses to classmates, and 3) whether or not you meet the discussion requirements. Please review the Discussion Guidelines available under [Course Expectations](#) for more information. Please note that for all written work in this course, you should use either MLA or Turabian style guidelines for source citations and bibliographies. I will drop the lowest discussion grade.

Quizzes: Quizzes are assigned at the close of each two-week module, including a [Syllabus Quiz](#) assigned at the close of the first week. Quizzes are administered through Canvas and cover material from both weeks of each module. Generally quizzes will be 25-30 questions and will combine multiple-choice, matching, and true/false formats. These are open-book assessments. However, you will only have 45 minutes to complete the quiz once you begin the assessment. Each quiz will be available for 24 hours, 12am-11:59pm on the last Friday of each module.

*****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, January 13th at 11:59PM. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Writing Workshop: Your workshop materials are due on Wednesday, February 22nd by 11:59PM, and your assigned peer-reviews are due by Sunday, February 26th at 11:59PM. In addition to the feedback from your peers, the materials that you prepare for this workshop will give me an opportunity to evaluate your writing and textual engagement before you submit your final essay. I will use the [Writing Evaluation Rubric](#) to grade your workshop materials and your final essay for this course. This is also the rubric that you will use to complete your peer-reviews. Requirements for the workshop submission include 1) two sample paragraphs responding to the essay prompt: an introduction which is specific, compelling, and clearly states your thesis, and a body level paragraph that effectively engages specific passages from Sophocles' *Antigone* in support of a clearly stated supporting argument; and 2) a bibliography adhering to either MLA or Turabian style guidelines. Please see the assignment description for further instructions on preparing these materials.

Essay: Your essay for this course will respond to a specific prompt addressing the Greek tragedy *Antigone*. Please see the assignment description for further instructions and the [Writing Evaluation Rubric](#) for an explanation of grading criteria. 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. You must submit your essay in either PDF or MSWord format via Webcourses by 11:59PM on Friday, April 21st. The final submission should be double-spaced with 1-inch margins and using 12pt Times New Roman font. You must include the word count and 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.

Emergencies/Missed Assignments

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

Late Work. Ten percent will be deducted for each day an assignment is late. Please pay close attention to the deadlines listed for each assignment in the Course Schedule and Module Instructions. **Please be aware that a broken or malfunctioning computer, or the inability to retrieve, produce, or submit assignments from a computer will not be accepted as a valid excuse for late work.**

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

Academic Honesty

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. 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.

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.

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, 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 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.

Tech Concerns

The instructor cannot provide technical support. If students are experiencing problems with myUCF or Canvas, they will need to contact the appropriate department. The Computer Services & Telecommunications Service Desk can be reached at (407) 823-5117, telecom@ucf.edu, and OTC 550 (Main Campus).

Even though computers and word processing software are marvelous time and energy-saving tools, they can and do cause problems from time to time. **Please be aware that a broken or malfunctioning computer, or the inability to retrieve, produce, or submit assignments from a computer will not be accepted as a valid excuse for late work.** It is advised that students make sure their work is saved appropriately, and in more than one location (such as a USB flash drive, external hard drive, CD/DVD, online storage, or even emailing a copy to oneself).

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.