HON 171: The Human Event

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Office Location: Sage South 160
Office Hours: Wednesdays 1:30-4:30pm, or by appointment

Class website: myasu (Blackboard)
Classroom: JNHAL T/TH

Teaching Assistants:
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Emma Dugan eadugan@asu.edu

“Every thinker puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place.” – John Dewey (1925) Experience and Nature.

Course Description (HON 171):
The Human Event is an intensive, interdisciplinary seminar focusing on key social and intellectual currents in the development of humanity in its diversity. Students examine human thought and imagination from various perspectives, including philosophy, history, literature, religion, science, and art. Coursework emphasizes critical thinking, discussion, and argumentative writing. Exploring texts from earliest recorded history to approximately 1600 C.E., HON171 is the first half of a two-semester sequence that concludes with HON 272.

Course Objectives:
1. To improve the student’s ability to reason critically and communicate clearly.
2. To cultivate the student’s ability to engage in intellectual discourse through reading, writing, and discussion.
3. To broaden the student’s historical and cultural awareness and understanding.
4. To deepen awareness of the diversity of human societies and cultures.
5. To instill intellectual breadth and academic discipline in preparation for more advanced study.
6. Help the student develop the skills necessary to critically engage contemporary social, cultural and political problems.
Course Requirements and Grading:

(1) **PARTICIPATION** *(reading assignments and class discussion).* Students are required to read the assigned texts and actively engage in class discussions. This course is a seminar and is structured around reading and discussing primary texts. All students should come to class with their texts in hand, with the assigned readings complete, with notes on the text(s), and prepared to talk about the readings with the group. Attendance is taken daily and students are required to answer/ask questions, and offer commentaries and critiques on the readings regularly. In other words, students are not only responsible for reading the material but for reflecting on it as well and sharing their reflections with the class. I will evaluate participation based on a variety of criteria, including: regularly making insightful comments on the texts, drawing connections between different texts we read, and responding to both the instructor and fellow classmates’ questions and/or comments. You will not be evaluated on the “correctness” of your position, but rather on your grasp of the material and your ability to communicate your ideas effectively. As with your papers, your comments will need to be substantiated with textual evidence. You do not need to be the center of every conversation but if you do not make an effort to enter into any discussions you will receive a low participation grade. If you dominate the discussions or disrupt them you will also receive a low participation grade. You will be graded on quality as well as quantity. Do not expect that a quick reference once in awhile will give you a high participation grade. For a more detailed rubric on class discussion, see the chart on the following page (below).

Multiple absences will not allow students to participate in class and will jeopardize their grade. Students who are late to class or who leave class early three times will be marked absent. Students who sleep during class will also be marked absent. Only one week’s worth of classes can be missed without any grade penalty (two classes). After two absences, students will lose 5% of their final grade per absence. Students who miss six or more classes cannot pass the course. **Class participation will comprise 30% of the final grade.**
### Class Discussion Rubric (in class and on Blackboard)

<table>
<thead>
<tr>
<th>Exemplary “A”</th>
<th>Good “B”</th>
<th>Satisfactory “C”</th>
<th>Poor “D”</th>
<th>Unacceptable “F”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets required criteria at a highly proficient level</td>
<td>Meets all requirements at a proficient level</td>
<td>Meets basic assignment criteria</td>
<td>Meets some of criteria, at unacceptable level</td>
<td>Fails to meet basic criteria</td>
</tr>
<tr>
<td><strong>Knowledge of the Subject Matter (texts)</strong></td>
<td>Bring forth new or expanded ideas that reflect high-level critical thinking about text, especially in relation to other texts we've read.</td>
<td>Present new ideas beyond the basics and relate them to other texts.</td>
<td>Illustrate basic knowledge of text without expanding ideas.</td>
<td>Displays only a minimal grasp of concepts covered by text. Does not expand upon these concepts.</td>
</tr>
<tr>
<td><strong>Addressing Relevant Themes</strong></td>
<td>Identifies and addresses significant themes that help expand ideas and critically analyze text(s)</td>
<td>Identifies multiple significant themes and relates them to different texts.</td>
<td>Finds a relevant theme and is able to make a basic connection between theme and different texts.</td>
<td>Able to find one theme that may not be very significant to the text and/or does not relate to any other texts.</td>
</tr>
<tr>
<td><strong>Use of Textual Evidence</strong></td>
<td>Textual evidence used to clearly support and expound on ideas. Directs peers to page number, reads quote in class and discusses it. Citations are correct and incorporated well into discussion.</td>
<td>Textual evidence clearly used to support ideas. Directs peers to page number and reads quote in class. All citations are done correctly.</td>
<td>Uses textual evidence to support ideas. Directs peers to page number. Properly cites text(s) with few errors online.</td>
<td>Some textual support but unable to link text to ideas about text. Errors in citations or no page numbers referenced in discussion.</td>
</tr>
<tr>
<td><strong>Collegiality</strong></td>
<td>Support or refute an original comment or post with additional evidence and discussion. Directly addresses peers (perhaps multiple comments/posts) respectfully and professionally.</td>
<td>Support or refute the original comment or post, introduce a new topic or concept that is related. Discuss with respect toward others.</td>
<td>Supports or refutes the original comment or post while respecting the views of peers by addressing them directly and using professional language.</td>
<td>Does not refer to the original comment or post directly or simply agrees or disagrees without explanation. Does not respect the views of peers.</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Evidence of original thought apparent throughout. Direct connection between original idea, themes, and concepts in the text.</td>
<td>Spark of original thought and beginning of connection to textual concepts.</td>
<td>Allusion to an original idea but with no clear connection to different concepts in the text(s).</td>
<td>Random original thoughts; no cohesion among ideas presented</td>
</tr>
</tbody>
</table>
(2) Papers. Students will write three argument-style papers for this course during the semester. Due dates are indicated on the class schedule below. Late papers will be penalized one grade for each day past the deadline. Extensions will only be granted in extreme emergencies when the problem is brought to my attention in advance of the due date. Papers should be formal engagements with issues raised by the texts and must employ techniques of scholarly language and expository writing. Use only the texts we have read in class to compose your papers. Be sure to note the sources of ideas that are not your own. You should cite direct quotes from the texts but use quotes sparingly and only to support your own argument. You must cite the author even when you are paraphrasing his/her ideas. DO NOT PLAGIARIZE. Consequences of plagiarism include failing the course with an XE, a permanent mark on your academic record, and possibly expulsion. Papers will be graded on your argument (if there is one and how sophisticated it is), how thoroughly you have read the texts, the quality of the analysis and the clarity of writing. Specifications for the papers are available on Blackboard (BB), including grading rubrics, helpful writing hand-outs, examples of good and bad writing, and links to writing resources. The Writing Standards for Human Event Papers is also included in this syllabus on the last page. Please do not hesitate to come and see me if you need assistance with your papers. In fact, I urge you to come and see me, or the TA to talk about your papers (yes all of the papers) in advance of the due date. In addition there is a Writing Center at Barrett that can help too (see below for information). The first paper will comprise 15% of the final grade, the second paper will comprise 20% of the final grade and the final paper will comprise 25% of the final grade. All three papers will comprise 60% of the final grade.

(3) Worksheets, Short Writing Assignments, and/or Quizzes. Students are expected to attend class prepared to demonstrate their personal engagement with the reading material and their own critical analysis. To reinforce this expectation, all students will submit worksheets such as Argument Maps and Reverse Outlines, complete short writing assignments, participate in discussion boards on blackboard, and/or take pop quizzes to test reading knowledge. These assignments will overlap with class participation grades but will also comprise an additional 10% of the final grade.

Grade Assessment Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td>Three Papers</td>
<td>60</td>
</tr>
<tr>
<td>Worksheets etc.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>100 total</td>
</tr>
</tbody>
</table>

N.B: As a rule, you should allocate 3-4 hours of reading and preparation time for each class meeting.
I use the following rubric when assigning grades to each course requirement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and lower</td>
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</tbody>
</table>

**General Class Policies**

1) **Silence, turn off, and put away all cell phones and other electronic devices** when entering the classroom, including ipads/tablets and laptops.

2) You must purchase paperback books. **Do not use digital devices of any kind** for your readings. In the first few weeks we will have short pdfs and you must print them and bring the printed copy to class.

3) Out of respect for everyone’s privacy, **no photography, audio or video recording of any kind is allowed in class**. If you have a reason you need to make an audio or video recording in class, **you must have my express written permission before doing so**. There are no exceptions. Even if you have a documented disability you must talk to me first. Making any unauthorized recording in class or taking unauthorized photographs will result in an automatic failing grade for the course.

4) When participating in class discussion, be prepared to hear viewpoints that are unlike your own. Students should be prepared to discuss their ideas and argue their points without resorting to personal attacks. **Proper, professional conversational etiquette is required.**

5) Disruptive behavior negatively affects the classroom atmosphere and makes it difficult for everyone to learn. If you engage in disruptive behavior, you will be counted as absent for the day and you will get one warning. If your behavior interrupts class a second time during the semester you will fail the course. Disruptive behavior is anything that interferes with other people’s learning, including but not limited to: having private conversations during class, writing notes to your neighbor, sleeping, doing work for other classes, reading non-course-related materials, or texting.

6) You must do your own work and all your work must be original work for this class. Plagiarism, as well as cheating of any kind, will result in a failing grade for the entire course, as well as disciplinary action by BHC and ASU. I reserve the right to register a grade of XE if the case merits it. Plagiarism is presenting someone else’s work as your own (ie. failure to cite another’s words and/or ideas). Be careful when you are using online resources about texts and taking notes on them at the same time. Sometimes it is easy to forget that you copied something from a website, so use outside resources with caution. If you have questions about what constitutes plagiarism or cheating, feel free to ask me.
7) Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students’ honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others’ identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

8) Students must conduct themselves according to the ASU policies posted online at http://www.asu.edu/studentlife/judicial. These include the ASU Student Code of Conduct and the Student Academic Integrity Policy. For information on BHC policies for grievances and grade complaints, go the BHC web page at http://honors.asu.edu and follow the links for Prospective and Current Students, then Advising and Honors Curriculum, then Academic Advising Office, then Student Academic Grievance Procedures.

9) If you need disability accommodations in this class, please see me ASAP. Information regarding disabilities is confidential.

THE BARRETT WRITING CENTER

The Barrett Writing Center is available to assist all Barrett Honors College students. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both semesters of The Human Event, the Barrett Writing Center offers small group workshops and individual tutoring on writing papers for your HON courses. Its goal is to help you improve your lifelong writing and critical thinking skills, so please take advantage of its services. Go to the BWC web site at HTTP://BARRETT HONORS.ASU.EDU/ACADEMICS/BARRETT-WRITING-CENTER/

From this page you will be able to access the tutoring schedules, what to bring to your appointment, and academic background on the staff.

Required Course Materials

You are required to purchase the following 10 paperback books (do not purchase ebooks):

Aristotle
ISBN: 9780486414249
de Pizan, Christine  

Hobbins, D. (translator)  

Homer  

Khaldûn, Ibn  

Machiavelli, Niccolò  

Miller, Barbara Stoler (translator)  

Plato  
**ISBN: 9780872201361**

Sandars, N.K. (translator)  
**ISBN: 9780140441000**

Shakespeare  

Other readings will be available on the course website which is located on Blackboard (BB). To access the website go to myasu.edu and find your HON 171 course listing.

**Schedule of Classes**

**Week One**  
TH  
Introduction to the Human Event  
Enheduanna, *The Exaltation of Inana* (2350 BCE) (BB)
Week Two
T  The Instruction of the Vizier Ptah-Hotep (2450 BCE) (BB)
     Pan Chao, Lessons for Women (80 CE) (BB)
TH  The Code of Hammurabi (1728-1686 BCE) (BB)

Week Three
T  The Epic of Gilgamesh (26th Century BCE) (pp. 61-96)
TH  The Epic of Gilgamesh (pp. 97-119)

Week Four
T  Homer, The Odyssey (8th Century BCE) (pp. 1-95)
TH  Paper Writing Workshop

Week Five
T  Homer, The Odyssey (pp. 95-198)
TH  Homer, The Odyssey (pp. 198-243)

  Paper 1 Due

Week Six
T  Plato, Republic (Bks I, II, III) (380 BCE)
TH  Plato, Republic (Bks IV, V)

Week Seven
T  Plato, Republic (Bk VII, VIII)
TH  Aristotle, Politics (All of Bk I and Bk II pp. 54-72) (350 BCE)

Week Eight
T  Aristotle, Politics (All of Bk III, Bk VII pp. 257-274, Bk VIII pp. 300-303)
TH  Ibn Khaldun, Muqaddimah (1332-1406 CE)

Week Nine
T  Fall Break – No Class
TH  Ibn Khaldun, Muqaddimah

Week Ten
T  The Bhagavad-Gītā (~5th- 2nd Century BCE)
TH  Paper Writing Workshop

  Paper 2 Due

Week Eleven
T  The Bhagavad-Gītā
TH  The Book of Job (~6th-4th Century BCE)
Week Twelve
T de Pizan, *The Book of the City of Ladies* (1405 CE)
TH de Pizan, *The Book of the City of Ladies*

Week Thirteen
T Machiavelli, *The Prince* (1532 CE)
TH Machiavelli, *The Prince*

Week Fourteen
T The Trial of Joan of Arc (1431 CE)
TH Art Project

Week Fifteen
T Shakespeare, *The Merchant of Venice* (1596 CE)
TH Thanksgiving – No Class

Week Sixteen
T Shakespeare, *The Merchant of Venice*
TH Last day of class

* This schedule is subject to change. Please check the course website for updates.

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Read this syllabus in its entirety! Remember that this syllabus constitutes a binding agreement between us. Being a part of this class means that you have read the entire syllabus and you understand what is required of you during this semester. If you have any questions it is up to you to seek answers. However, do not email me with questions that can easily be answered by reading the syllabus.
**Writing Standards for Human Event Papers**

The elements outlined below form the basis of all Human Event argumentative papers, and therefore constitute the fundamental criteria of evaluation.

1. **A Human Event paper contains a clear thesis statement.**
   - The thesis statement makes a specific, text-based claim, not a vague or broad observation.
   - The paper must stake a substantive position, one that is neither trivial nor obvious.
   - Human Event papers are typically 5-7 pages, and the thesis statement should appear in the first paragraph.

2. **The body of a Human Event paper defends the thesis via a progression of arguments.**
   - The opening of the paper provides an overall map of its direction.
   - The body of the paper mirrors the introductory map, and each paragraph builds the case in logical progression.
   - The paper makes an evidence-based case in support of the thesis. Accordingly, the paper also anticipates and addresses potential objections.

3. **Evidence from and analysis of the primary text(s) form the backbone of the paper’s defense of a thesis.**
   - Textual evidence constitutes the foundation of the paper’s argument. The paper cites the sources of evidence.
   - No outside sources are permitted.
   - Analysis offers plausible explications of the texts that show how the meaning of the cited evidence helps develop the argument.

4. **Human Event papers adhere to fundamental style elements.**
   - The paper uses proper grammar and word choice including gender neutral and inclusive language.
   - The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.

(Updated by the faculty on 8/17/13)