The Syllabus
The syllabus is an important part of any university-level course. It establishes the purpose and themes of the course you will take and the expectations placed upon the participants. It also sets out a schedule of all of the course’s reading and writing assignments. It is important that you read it carefully. If you have any questions regarding the assignments or requirements it sets out, discuss them with the instructor.

I. Course Description
Honors 272 is the second-semester portion of a two-semester interdisciplinary seminar entitled “The Human Event. 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 approximately 1600 to the present, HON 272 is the second half of a two-semester sequence that starts with HON 171.

II. Objectives and Learning Outcomes
   a) To improve the student’s ability to reason critically and communicate clearly.
   b) To cultivate the student’s ability to engage in intellectual discourse through reading, writing, and discussion.
   c) To broaden the student’s historical and cultural awareness and understanding.
   d) To deepen awareness of the diversity of human societies and cultures.
   e) To instill intellectual breadth and academic discipline in preparation for more advanced study.
   f) To help the student develop the skills necessary to critically engage contemporary social, cultural, and political problems.

III. Readings and Format

Readings:
Plan to spend three hours outside of class reading, re-reading, annotating, and outlining for each class meeting. Take note of the purpose, themes, form, and style of the assigned text. Remember that ideas are expressed in form as well as content. Also make note of interesting or problematic passages you wish to bring up in discussion.
Format of the class:
Each class will consist of a structured seminar discussion. Occasionally in-class group work may be assigned.

IV. Course Schedule
NB. This schedule and the readings may be modified by the instructor during the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Introduction: From the beginning to where we are now. In class reading: William Wordsworth (1770-1850), 'The World Is Too Much With Us'.</td>
<td>Ascetic and Eros</td>
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<tr>
<td>January 13</td>
<td>René Descartes (1596-1650), Discourse on Method, II; Meditations on First Philosophy I-IV</td>
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<td>January 18</td>
<td>Martin Luther King Day (no class)</td>
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<td>January 20</td>
<td>Reformation and Commonwealth Period Directives on Worship (England, c. 1600) Robert Herrick (1591-1674), 'To Find God', 'Upon Julia's Clothes', 'Delight in Disorder'; George Herbert (1593-1633), 'The Agony', 'Love (III)'; Thomas Traherne (1636-74), 'Shadows in the Water'.</td>
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<tr>
<td>February 1</td>
<td>Heinrich von Kleist (1777-1811), Read Stories: Earthquake in Chile, The Foundling, Saint Cecilia, Anecdotes, Reflection: A Paradox, selected letters (pp. 418-22, 225-27).</td>
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<td>February 3</td>
<td>Kleist continued, The Marquise of O, The Puppet Theatre (text)</td>
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<td>February 8</td>
<td>Samuel Taylor Coleridge (1772-1834), Biographia Literaria (from XIII, on imagination and fancy), Kubla Kahn Friedrich Schlegel (1772-1829), Athenaeum Fragment 116. Friedrich Hölderlin, The Poet’s Vocation (1770-1843)</td>
<td>The Romantic Imagination</td>
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<td>February 10</td>
<td>Friedrich von Hardenberg (Novalis), (1772-1801), Fragment 66 Coleridge, Frost at Midnight John Keats (1795-1821), Ode to a Grecian Urn, Letter to Benjamin Bailey, 22 November 1817 Hölderlin, As on a Holiday</td>
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<tr>
<td>February 12</td>
<td>Not a class day. Hand-in your essay through Safe Assignment. A printed copy is due Monday February 15 in class. The two copies must be the same. First Essay Due Online</td>
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<tr>
<td>February 15</td>
<td>Friedrich Hölderlin (1770-1843), Hyperion, or the Hermit in Greece, Part I, pp. 1-74. First Essay Due Hardcopy</td>
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<tr>
<td>Date</td>
<td>Reading Assignment</td>
<td>Notes</td>
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<td>February 17</td>
<td>Hölderlin, Hyperion, Part II, pp. 75-133.</td>
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<td>February 24</td>
<td>William Blake, The Book of Urizen, Plates 1-10</td>
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<td>February 29</td>
<td>Blake, The Book of Urizen, Plates 11-28</td>
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<tr>
<td>March 2</td>
<td>Ralph Waldo Emerson (1803-1882), On Nature</td>
<td>John Clare (1793-1864), ‘To a Fallen Elm,’ ‘The Skylark,’ ‘Clock O’ Clay’, ‘The Progress of Rhyme’</td>
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<td>March 7</td>
<td>Holiday</td>
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<td>March 9</td>
<td>Holiday</td>
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<td>March 14</td>
<td>Coleridge, The Rhyme of the Ancient Mariner, parts 1-4</td>
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<td>March 16</td>
<td>Coleridge, The Rhyme of the Ancient Mariner, parts 5-7</td>
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<tr>
<td>March 18</td>
<td>Not a class day. Hand-in your essay through Safe Assignment by 5pm. A printed copy is due Monday March 21 in class. The two copies must be the same.</td>
<td>Second Essay Due</td>
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<td>March 21</td>
<td>Emily Dickenson (1830-1886), Gerard Manley Hopkins (1844-1889), Henry David Thoreau (1817-1882), selected poetry and prose</td>
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<td>March 23</td>
<td>Robert Burns (1759-1796), selected poetry</td>
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<td>March 28</td>
<td>Benedict Wallet Vilakazi (1906-1947), selected poetry</td>
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<td>March 30</td>
<td>Virginia Woolf (1882-1941), A Room of One’s Own (selection ‘Shakespeare’s daughter’)</td>
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<td>April 4</td>
<td>Max Weber (1864-1920), Science as a Vocation</td>
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<td>April 6</td>
<td>Matthew Arnold (1822-1888), Dover Beach</td>
<td>W. B. Yeats (1865-1939), Second Coming</td>
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<td>April 11</td>
<td>T. S. Eliot (1888–1965), Little Gidding</td>
<td>Philip Larkin (1922-1985), Church Going</td>
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<td>April 13</td>
<td>Charles Taylor (1931-), Disenchantment-Re-enchantment</td>
<td>In-Class Evaluations</td>
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<td>April 18</td>
<td>Emma Hooper (1980-), Etta and Otto and Russell and James, Chapters 1-10</td>
<td>Assignment: Author question (due in class)</td>
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<tr>
<td>April 20</td>
<td>Hooper, Etta and Otto and Russell and James, Chapters 11-20</td>
<td>Location: Vista Del Sol Theater</td>
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<td>April 25</td>
<td>Special Class: Discussion with author Emma Hooper</td>
<td>Class 1: 9:00am-10:00am; Class 2: 3:00pm-4:00pm</td>
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</table>
V. Texts Required for this Class
Most of the texts for this class are available through Blackboard. In addition to the reader you will need to purchase the following texts:


VI. Grade distribution and Assignments

*a) Essays* (55%)
There will be three argumentative essays. Students will be asked to choose from a set of questions distributed on Blackboard. The first essay is worth 15%, and the second and third 20% each.

Format for written work:
- 12-point font (Cambria or Times New Roman)
- Double spaced
- Standard margins
- Number pages in bottom right
- Documentation in Chicago Style
- Single staple in upper left-hand corner
- At the top of each assignment you must include the following information:
  - Name: Jane Doe
  - Section Time: 9:30 class
  - Date: October 25, 2015
  - A descriptive title.

  Abstract: [This is the summarized thesis you are arguing in your paper. It should consist of one or two sentences.]

Submission of work: All assignments are due by the beginning of class on the day assigned, and must be submitted (a) through ‘safe assignment’ on blackboard, and (b) in hard copy.

*b) Quizzes* (15%)
There will be three quizzes making up 5% each. The aim of the quizzes is to assist you in gauging your interpretative reading level. Questions will test your comprehension of the major topics we are considering in the readings and may be comparative.

c) *Participation and attendance* (30%)
This is a discussion-based class requiring a high level of engagement from all participants. Students are therefore to complete all assigned readings and to come to class prepared for
discussion. This means coming to class with a set of notes that respond to the assigned questions and some questions and ideas of your own that go beyond them. Participation is not simply making your voice heard, but making a constructive contribution to the conversation (see evaluation criteria). All students can expect to be called upon to help the class engage and explore the assigned text.

VII. Grading Policy
Grading scale: The grading will be on a traditional scale of 100-98=A+, 97-93=A, 92-90=A-, 89-88=B+, 87-83=B, 82-80=B-, 79-78=C+, 77-70=C, 69-60=D, 59 and below=E (F).

Participation:
Good participants are not always correct, nor are they always the ones talking. They offer quality contributions that engage with the readings and with their peers, and advance our deliberations.

A range:
- Frequent, insightful comments that contribute to and advance the discussion
- Engages with the readings and makes connections with the primary issues of the course
- Listens to and addresses the comments of fellow students
- Well prepared, demonstrating close reading of assignments
- Brings thoroughly outlined texts to class

B range:
- Frequent participant, adds to the discussion
- Often engages with the readings and themes of the course
- Occasionally listens to and addresses the comments of fellow students
- Brings outlined texts to class

C range:
- Makes occasional comments that summarize but do not contribute to the advancement of the discussion in a meaningful way
- Inconsistent contribution and preparation
- Departs from the topic under consideration

D range:
- Consistently unprepared
- An inactive listener who takes little account of other students’ comments
- Makes insensitive or insulting comments
- Deviates from the material at hand

VIII. 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.

   - 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.

IX. Writing Center
The Barrett Writing Center is available to assist Barrett students with their papers for all their classes. 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 individual tutoring on writing papers for the Human Event and your other 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://honors.asu.edu/ and click on "Current Students." Under Barrett Writing Center, you then can access tutoring schedules, appointment information, and academic background on the staff. The best time to go to the Center is when you have a draft of your paper.
   - The ASU English Department had a helpful style guide: http://www.public.asu.edu/~cajsa/Guide2Style_complete.pdf
   - ASU has a Writing Center students may use, and Barrett students are invited to also use ASU Graduate Writing Services

X. Academic Integrity
Academic integrity is essential to the values upon which a university is founded. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort, unless otherwise instructed. Students are expected to adhere to ASU’s Code of Academic Integrity, which states, “Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments.” Failure to do this may result in a grade of XE (academic dishonesty), an investigation, a hearing, sanctions, and possibly expulsion from the Honors College and ASU. If you are
unsure about academic integrity please consult: http://libguides.asu.edu/integrity. ASU’s academic integrity policy can be found at: https://provost.asu.edu/index.php?q=academicintegrity.

XI. Multiculturalism Statement
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.

XII. Statement of Ethics
The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

XIII. Student Conduct and Behavior Statement
To foster a positive learning environment, students may not use electronic devices in class. Students are asked to refrain from disruptive conversations with people sitting around them during discussion. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave the classroom and may be reported to the Dean of Students. 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.

Behavior: Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student’s behavior disrupts the educational process per “Instructor Withdrawal of a Student for Disruptive Classroom Behavior” http://www.asu.edu/aad/manuals/ssm/ssm201-10.html

Appropriate behavior is defined by the instructor and includes keeping course discussion focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct https://eoss.asu.edu/dos/srr/codeofconduct.

XIV. Accommodations for Students with Disabilities
In accordance with the Americans with Disabilities Act (Public Law 101-336), reasonable accommodation will be provided for students with physical, sensory, cognitive, systemic, learning and psychiatric disabilities. A student is not required to identify her- or himself as having a disability. However, when requesting accommodation for a disability the student must be registered with the Disability Resource Center (DRC) and submit appropriate
documentation from the DRC. For more information please visit the DRC website: https://eoss.asu.edu/drc/

XV. Other Policies

Syllabus alterations: The instructor reserves the right to modify the syllabus during the semester. The student agrees to this by registering and remaining in the course.

Communication: It is best to use email to communicate with the instructor. Your email will be responded to during regular business hours, Monday to Friday.

Attendance: The Human Event is a seminar class, and you cannot make-up for being absent from discussions. More than three absences will detract from your participation grade, and your academic advisor may be contacted. Further action, such as withdrawing the student from the course or an “E” grade may result from multiple absences. Periods of extended illness or emergency may necessitate a medical note. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students who will be absent for University sanctioned activities must inform the instructor as soon as possible. In both cases reasonable accommodations will be made in accordance with ASU Academic Affairs policy.

Late assignments: As a rule, work will not be accepted late except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

Return of graded papers: Graded papers will be returned approximately two weeks after you submit them.

Electronic devices: Electronic devices (mobile phones, laptop computers, tablets) are excluded from this class. Recording devices are also excluded from the class. If you have these devices on your person they must be under cover, such as in a backpack, and not kept on the table.

Copyright: The content covered in the course includes copyrighted material. Students may not sell notes taken during the conduct of the course.

Notification of objectionable materials: Although some students may deem course content offensive, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

Food and drink in the classroom: None in the classroom with the exception of water.

Faculty duty to report: ASU Faculty are mandatory reporters of sexual assault. According to the procedures (instituted in 1978 but revised May 29, 2015), “Reports alleging sexual harassment by students may be made to any employee within the university. All employees, unless precluded by law, are required to immediately disclose any allegation of sexual harassment by a student to the Office of Student Rights and Responsibility who will coordinate with the Title IX Coordinator.” If you or someone you know has been harassed or sexually assaulted, you can find the appropriate resources here:
- Assistant Dean of Students for Barrett, Dr. Rendell. 480-965-2836, Dawn.Rendell@asu.edu
- ASU Counselling Services Tempe: 480-965-6146, ASU Counseling Services, Tempe Student Services Bldg, Rm 334 1151 S. Forest Ave. (Walk-ins ok)
- ASU Title IX Coordinator: Jodi Preudhomme (480) 965-4550, Jodi.Preudhomme@asu.edu
- ASU Police: 480.965.3456 325 E. Apache Blvd., Tempe, AZ 85281