Honors 171: The Human Event
Sample Syllabus

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You are also welcome to join me for lunch in the dining hall (Tuesdays about 12:30).
This is a sample syllabus. Actual assignments and readings may vary

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1. Course Description and Objectives
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 HON272. The course has the following 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.

2. Section-Specific Description and Objectives
This section of HON 171 takes the notion of “the human event” somewhat literally and asks us to pose the question “What does it mean to be human?” We explore this very general question through a nested series of related sub-questions:

But if cattle or lions had hands, so as to paint with their hands and produce works of art as men do, they would paint their gods and give them bodies in form like their own—horses like horses, cattle like cattle.
—Xenophanes, ca. 500 BCE

Homo sum, humani nihil a me alienum puto.
I am a human being; I consider nothing human to be foreign to me.
—Terentius, ca. 163 BCE
1. “What does it mean to be an individual, a self, an autonomous actor and thinker?”
2. “How does this self define itself against, with, and for a community of others?”
3. “How do communities (nations, ethnicities, classes, genders) define themselves against, with, or for other or wider communities of human beings?”
4. “How does humankind as such define itself against, with, or for other sorts of being (other animals, but also gods, goddesses, aliens, monsters)?”

Simultaneously, we take steps toward a truly universal education (as befits a university program) by exploring these general questions through the answers posed, in all their concrete particularity, within intellectual traditions across large swathes of human space and time. In other words, we are called upon to struggle with the problem and promise of diversity: the variety of compelling, wise, thoughtful, but radically different answers given to universal questions of human nature and purpose.

Finally, we explore two related questions of pedagogy: “What is college for?” and “How does one do college?” Three activities stand at the heart of our practice of answers to these questions: close reading (in solitude), collegial discussion (in class), and argumentative writing (again in solitude, but with the collegial audience in mind).

3. Required Readings
You must buy these texts, and you must bring them to class on the relevant days. Make sure to buy the correct edition! Used copies are fine.

7. A dictionary. No, I don’t really expect you to buy a print dictionary. You can download a collegiate dictionary to your phone or tablet (a good one is the Oxford American Dictionary), or you can use quality online dictionaries such as http://www.merriam-webster.com/dictionary. But a dictionary is required: when reading and writing, you are expected to understand the words you come across and the words you use. If you don’t understand them, you are expected to look them up.
8. Course Readings. These are shorter readings posted to Blackboard. You must print these out and bring them to class on the relevant days.

4. Assignment Summary
For the grading scale and grading policy, see section 7.3. For due dates, see section 5.

4.1. Participation ........................................ 24%
See section 6.1 for details.
4.2. Attendance ........................................ 0%
See section 6.2 for details.
4.3. QuARCs (8 x 2%) .................................. 16%
See Section 6.3 for details.
4.4. Plagiarism Exercise ............................. 1%
See Section 6.4 for details.
4.5. Peer Review Days (3 x 0% each) ........... 0%
See Section 6.5 for details.
4.6. Argumentative Essays (3 x 18%) ........... 54%
See Section 6.6 for details.
4.7. Reflective/Creative Project ................... 5%
See Section 6.7 for details.
4.8. Extra Credit (optional) ......................... 2%
See Section 6.8 for details.
5. Course Schedule

CR=Course Readings on Blackboard

<table>
<thead>
<tr>
<th>Wk</th>
<th>Assignments and Events</th>
<th>Readings</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Icebreaker Debate</td>
<td>Pretextual Texts (CR)</td>
<td>M Aug. 24</td>
</tr>
<tr>
<td></td>
<td>Due: 1st extra credit</td>
<td>Syllabus</td>
<td>W Aug. 26</td>
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<tr>
<td>2</td>
<td>Maybe write a QuARC?</td>
<td>En-Hedu-Anna, Hymns (CR)</td>
<td>M Aug. 31</td>
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<tr>
<td></td>
<td>Really, not a bad idea!</td>
<td>Anonymous, Disputation (CR).</td>
<td>W Sept. 2</td>
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<tr>
<td></td>
<td>1st QuARC: last chance. Essay topics posted.</td>
<td>Gilgamesh: Tablets 1-4</td>
<td>W Sept. 9</td>
</tr>
<tr>
<td>4</td>
<td>Keep up those QuARCs!</td>
<td>Gilgamesh: Tablets 5-8</td>
<td>M Sept. 14</td>
</tr>
<tr>
<td></td>
<td>You get the idea...</td>
<td>Gilgamesh Tablets 9-11. Lao Tzu vii-xx</td>
<td>W Sept. 16</td>
</tr>
<tr>
<td>5</td>
<td>...any time there’s nothing else due...</td>
<td>Lao Tzu 1-42</td>
<td>M Sept. 21</td>
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<tr>
<td></td>
<td>...do a QuARC....</td>
<td>Lao Tzu 43-81</td>
<td>W Sept. 23</td>
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<tr>
<td></td>
<td>Due: 1st argumentative essay</td>
<td>Genesis 1-3 (CR)</td>
<td>W Sept. 30</td>
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<tr>
<td>7</td>
<td>...do a QuARC sometimes even...</td>
<td>Euripides, Bacchae (the whole play).</td>
<td>M Oct. 5</td>
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<tr>
<td></td>
<td>...when other things are due as well.</td>
<td>Euripides, Bacchae (continued discussion)</td>
<td>W Oct. 7</td>
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<tr>
<td>8</td>
<td>Fall Break</td>
<td>Job (CR)</td>
<td>M Oct. 12</td>
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<tr>
<td></td>
<td>2nd essay topic posted</td>
<td>Perpetua (CR) and Polycarp (CR)</td>
<td>W Oct. 14</td>
</tr>
<tr>
<td>9</td>
<td>Augustine: bks 1-4</td>
<td>M Oct. 19</td>
<td></td>
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<tr>
<td></td>
<td>Augustine: bks 5-8</td>
<td>W Oct. 21</td>
<td></td>
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<tr>
<td>10</td>
<td>Augustine bks 9, 11-13 (skip 12)</td>
<td>M Oct. 26</td>
<td></td>
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<td></td>
<td>Rabi’a (CR) and Rumi (CR)</td>
<td>W Oct. 28</td>
<td></td>
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<tr>
<td>11</td>
<td>Rashi (CR) and Christine de Pizan (CR)</td>
<td>M Nov. 2</td>
<td></td>
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<tr>
<td></td>
<td>2nd Peer-Review. Bring your argument map!</td>
<td>Choose the Right Word (CR). Peers’ work.</td>
<td>W Nov. 4</td>
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<tr>
<td>12</td>
<td>Due: 2nd argumentative essay</td>
<td>Mirabai (whole text)</td>
<td>M Nov. 9</td>
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<tr>
<td></td>
<td>Veterans’ Day</td>
<td>Pico (CR).</td>
<td>W Nov. 11</td>
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<tr>
<td>13</td>
<td>3rd Essay topics posted</td>
<td>Montaigne: xxii-xxx, Bk I #1, 20, 26, 27.</td>
<td>M Nov. 16</td>
</tr>
<tr>
<td></td>
<td>Montaigne: Bk. II #1, 2, 5; Bk. III #13</td>
<td>W Nov. 18</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Participation catch-up (online)</td>
<td>Sahagun (CR) and Las Casas (CR)</td>
<td>M Nov. 23</td>
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<tr>
<td></td>
<td>3rd Peer Review (online)</td>
<td>How to Write (CR). Peers’ work (online)</td>
<td>W Nov. 25</td>
</tr>
<tr>
<td>15</td>
<td>Very last chance to QuARC</td>
<td>Montaigne: Bk. I #31. Netzahualcoatl (CR)</td>
<td>M Nov. 30</td>
</tr>
<tr>
<td></td>
<td>Due: reflective/creative projects</td>
<td>Course Wrap-up: no readings.</td>
<td>W Dec. 2</td>
</tr>
<tr>
<td>16</td>
<td>Due: 3rd argumentative essay</td>
<td>Happy Holidays. Read something light.</td>
<td>W Dec. 9</td>
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6. Assignment Details

6.1. Participation. This is the “collegial” side of our practice of college: we edify one another, help each other learn, shape each other’s lives by seeking truth and understanding in civil, supportive, but critical community. Through discussion we clarify, defend, and complicate our own views; we also expose ourselves to views that might never have occurred to us, views we might find perturbing but which we learn to respect as cogent and well-formed.

A. Read. The collegiality of participation begins in solitude: in careful preparation for class discussion by reading the assigned texts. Expect to spend several hours a week reading for this class.

B. Prepare. Take notes, mark up your text. Ask questions of your readings and think about possible answers to those questions. The discussion board (F below) and the QuARCs (6.3) are primarily intended to help you prepare for in-class participation.

C. Show up. You can’t participate if you aren’t here. Be present both physically and mentally (sleeping, texting, doing a cross-word puzzle is not participating). Make sure to bring your text to class, always.

D. Speak up. Answer questions (even if you aren’t sure you have the “right” answer), ask questions for clarification, argue (heatedly but civilly), engage with the ideas and arguments of your colleagues (fellow students and the instructor). Don’t be afraid to be wrong: if we already knew everything we wouldn’t be in college.

E. Listen. We’re not just talking; we’re talking to each other. Your own views are important only to the degree that they take into account the views of your colleagues. Listen carefully, attentively, respectfully, critically. Strive to understand one another.

F. Participate on the Discussion Board on Blackboard by asking questions, arguing, reflecting, commenting on the text and on your colleagues’ online comments. Discussion Board participation comprises \( \frac{1}{4} \) (25%) of your participation grade: do not treat it as a substitute for in-class participation.

G. Some aspects participation takes the form of semi-formal, easily quantifiable activity—discussion-board posts (F, above), contributions to in-class debates, peer review (6.5 below). But most participation is less an assignment than it is a practice and a resource. It will be pretty clear by the end of the semester who has contributed to this resource, and who has not. Do you feel like you are contributing to your own and your fellow students’ learning? If so, you’re probably doing fine. If not, participate more!

6.2. Attendance. In Human Events classes, you are allowed **two (2)** excused or unexcused absences per semester. Each additional absence takes 5\% off your overall course grade. The Human Event is a seminar class, and a student cannot really make up the work he or she misses by being absent. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to university sanctioned activities. The relevant ASU policies are available here [http://www.asu.edu/aad/manuals/acd/acd304-04.html](http://www.asu.edu/aad/manuals/acd/acd304-04.html) and here: [http://www.asu.edu/aad/manuals/acd/acd304-02.html](http://www.asu.edu/aad/manuals/acd/acd304-02.html).

In lieu of an explanation for this strict attendance policy, please consult the poem at right.

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**Did I Miss Anything?**

Nothing. When we realized you weren’t here we sat with our hands folded on our desks in silence, for the full two hours

Everything. I gave an exam worth 40 percent of the grade for this term and assigned some reading due today on which I’m about to hand out a quiz worth 50 percent

Nothing. None of the content of this course has value or meaning

Take as many days off as you like: any activities we undertake as a class I assure you will not matter either to you or me and are without purpose

Everything. A few minutes after we began last time a shaft of light suddenly descended and an angel or other heavenly being appeared and revealed to us what each woman or man must do to attain divine wisdom in this life and the hereafter

This is the last time the class will meet before we disperse to bring the good news to all people on earth.

Nothing. When you are not present how could something significant occur?

Everything. Contained in this classroom is a microcosm of human experience assembled for you to query and examine and ponder

This is not the only place such an opportunity has been gathered but it was one place

And you weren’t here.

—Tom Wayman, “Did I Miss Anything?,” 1993
6.3. QuARCs. These are informal, brief (150-300 word) Questions, Arguments, Reflections, and Comments on or about our course readings. They may also build upon colleagues’ comments from the Discussion Board. They provide a chance to develop writing and argumentative skills, and to focus closely on a question or problem that you find particularly important. They also provide a “back-up” or “safety net” for in-class discussion: if your mind goes blank in class, take a look at your QuARC to refresh your memory.

A. Each student submits 8 QuARCs through the semester. You must submit at least one QuARC by Wed. September 9. Otherwise, QuARCs are self-scheduled, but must relate to that day’s readings and discussion topic (i.e., you can’t submit a QuARC about Gilgamesh when we’ve already moved on to Lao Tzu). Pace yourself: do not leave these to the end of the semester!

B. QuARCs may build off of discussion-board comments, but they differ from those comments in that they are more polished and thoughtful, and usually a bit longer (also in that you have printed them off and brought them to class for submission).

C. QuARCs can briefly quote course readings as needed, and may also quote or respond to other students’ Discussion Board comments. But they must consist primarily of your own words and thoughts.

D. Don’t be afraid to speculate, contemplate, wonder, and explore. The point of the QuARCs not to “get it right” but to demonstrate and record the act of thinking, and thus to stimulate thinking in others.

6.4. Plagiarism Exercise. The one time in your entire academic career when you are allowed, in fact required, to plagiarize! After which: never again. The exercise consists of learning about plagiarism, then plagiarizing a selected text in several different ways. Although the plagiarism exercise isn’t worth much, I won’t read or grade the first Argumentative Essay until this exercise has been completed. Full instructions will be posted on Blackboard in due course.

6.5. Peer Review Days. Three days in the semester, we put collegiality into concrete practice by critiquing, evaluating, and thus improving our peers’ written work in draft. On the first Peer Review Day, we examine each other’s draft theses, helping each other ensure that these are sufficiently narrow, interesting, and judicious. In the second Peer Review, we work on argument flow, endeavoring to connect sub-arguments to each other in a logical way. The third Peer Review is dedicated to counter-arguments: have these been considered fairly and their implications addressed? Instructions for each Peer Review Day will be posted about a week before the day in question.

6.6. Argumentative Essays. These comprise the “solo” side of our practice of college, as we struggle, alone with our thoughts and with our readings, to develop arguments about the big questions of human nature. Each essay should be about 1700-2200 words (5-7 pages, double-spaced, 12-point font, standard margins). Each essay is worth 18% of your course mark. Essay topics will be posted approximately three weeks before each due date. Finished essays must be uploaded to SafeAssign and brought to class as hard-copies; failure to do both may result in late penalties.

The Barrett-wide criteria for Human Event papers are as follows:

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.

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.

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.

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.

6.7. Reflective / Creative Project. This project allows us the opportunity to wind up the semester and look back on the journey we have taken so far. It can take three forms.

Option 1. The Human Event for All?
A. Re-read this syllabus, in particular sections 1-2 (Course Goals and Objectives). Reflect on the structure of the class—its emphasis on small group discussion; on peer collegiality; on the close reading of diverse, difficult primary texts from a great swath of human history and culture; on the cultivation of the art of argumentative writing.
B. Having thus read and reflected, write a short argumentative essay (about 400 words) taking a position on the following question: Should a class like The Human Event be required for all ASU first-year students? Support your thesis with evidence, which may include your own and others' informed opinions concerning the goals of the class, the usefulness of those goals, and the nature and purpose of a university education (yes, this means you can quote yourself and your classmates). No other research required or encouraged.
C. Upload a copy of your essay to SafeAssign, and bring a hardcopy to class on the due date.

Option 2. Design a Syllabus.
A. HE 171 revolves around a carefully chosen syllabus of primary texts dating from earliest recorded history to approximately 1600 CE. This list of texts must meet a stringent set of criteria: each should be important (wise, influential, insightful concerning the human condition); cumulatively the texts should reflect the diversity of ways to be human (i.e. the texts can’t all be from “the West” or all written by men or women); the texts should reflect a diversity of modes or genres of imagining human being (myths, poems, dramas, novels, philosophical treatises, law-codes, political polemics, paintings, musical compositions, works of science and religion, etc.). In addition, each specific section of HE 171 tends to have a unifying theme, something slightly more specific than “what does it mean to be human?” but broad enough to encompass the diversity outlined above.
B. Design your own HE 171 syllabus. First, develop a theme, and describe this theme in a few short sentences. Then, choose between 8 and 14 texts, none of which are included in our current syllabus. Place these in approximate chronological order. For each chosen text, give the author (if known), the title, the approximate date, and the genre (drama, philosophy, etc.). Then defend your inclusion of each text: why is this text worth our attention, and how does it fit in or contribute to the theme you have proposed while also preserving the necessary diversity? Each such defense should take the form of 2-5 sentences.
C. To develop your list, you are welcome to peruse real syllabi (for example, ask your friends from other sections of the Human Event about the texts they read). You may garner information about your chosen texts from sources such as the ASU library catalog, annotated bibliographies, Amazon, even Wikipedia. Copying bibliographical information from such sources (titles, dates, etc.) does not constitute plagiarism. Of course, all actual arguments must be your own.
D. Upload a copy of your syllabus to SafeAssign, and bring a hardcopy to class on the due date.

Option 3. Get Creative.
A. Reflect on what you have learned in this class and especially on its wider questions. What does it mean to be human? How do we enact our humanity with or against others, with or against society, with or against non-humans (animals, gods, inanimate objects)?
B. In any genre whatsoever, demonstrate some part of what you have learned. In the past I've had students create short films, design video-games, compose and perform original pieces of music (so far: acoustic classical, EDM, acoustic folk, trance, punk, screamo), make paintings or sculpture, choreograph and perform a dance, write and record a DJed radio-show, draw comics, plan and cook a meal—the possibilities are endless.

C. Briefly describe and interpret your creative piece in 250 words or less (not more than 1 page, double-spaced).

D. Upload a copy of the description (C) to SafeAssign. Bring a hardcopy of the description and the creative piece to class, on the due date. If the piece has a performative element, consider performing it before the class (encouraged but not required).

6.8. Extra Credit. From time to time throughout the semester I will encourage students to attend lectures, seminars, debates, performances, or exhibitions at ASU and to write a brief reflective essay about the event attended. Each such essay carries a maximum grade of 1%. In this way, you can accumulate a maximum of 2% extra credit over the course of the semester.

The first extra credit opportunity is due August 26 and is slightly different from the rest. To complete this first extra credit essay, do the following:

A. Read at least two of the following brief blog-posts or short articles (all online).

B. Having done the required reading (above), write a brief answer of 150-250 words to the question below. There is no single correct answer: discuss what you think and provide arguments.

Should laptops, tablets, and smartphones be allowed in university classes? Why or why not?

C. Bring your essay to class August 26, and give it to me.

7. Policies

7.2. 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.

7.2. 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.

7.3. Grades. Participation and papers are marked on a scale of E through A+. The grading scale is as follows: E=0-59, D=60-69, C=70-77, C+=78-79, B-=80-82, B=83-87, B+=88-89, A-=89-92, A=93-97, A+=98-100. Grade in the A range represent excellent, outstanding, exceptional, superior work; by their nature these are difficult grades to achieve. Through diligence, commitment, and care, every student has the ability to earn an A. However, no student should expect an A simply for doing well—good work receives a good grade in the B range. An A is gettable but is hard to get.

In order to deflect our focus from grades (a measure of achievement) toward hard work (the
achievement itself), I do not post grades on Blackboard. The only way to get your grade is to pick up your assignment in class: in this way you get not only the grade but also comments and explanations concerning how to improve.

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at: [https://students.asu.edu/forms/incomplete-grade-request](https://students.asu.edu/forms/incomplete-grade-request) and [https://students.asu.edu/drop-add](https://students.asu.edu/drop-add)

7.4. Late Work Policy. As a rule, work will not be accepted late except in case of documented emergency: illness, family tragedy, or act of God/Nature (tornado, earthquake, plague of locusts). You may petition the instructor in writing for an exception if you feel you have a compelling reason for turning work in late. QuARCs and extra credit assignments are not accepted late: no exceptions.

7.5. Classroom Behavior. To foster a positive learning environment, students are expected to be present, attentive, and respectful (to one another and to the instructor) in class. Students must treat one another’s speech and ideas with respect (such respect in no way implies agreement: we are allowed and encouraged to disagree with one another within a framework of cordiality and collegiality). Students engaged in disruptive behavior (use of electronic devices, playing games, extensive off-topic conversations with their neighbors, ad hominem attacks or disrespectful language toward other students) will be asked to cease such behavior, and may be asked to leave the classroom. Repeated disruptive behavior will be reported to the Dean of Students.

7.5. Electronic Devices. The use of electronic devices such as laptops, tablets, and smartphones is distracting to other students and the instructor during discussion. Such devices discourage full presence and participation in class; moreover some research suggests that use of such devices detracts from deep learning (this research is the subject of the first extra-credit opportunity: see 6.8 for details). Therefore, all such devices must be turned off (powered down entirely) and put away during the class period. In order to create a safe space for all seminar participants, audio or visual recording of any kind is not permitted at any time.

7.5. Threatening or Violent 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](http://www.asu.edu/aad/manuals/ssm/ssm201-10.html)

7.6. Academic Integrity. 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](http://libguides.asu.edu/integrity). ASU’s academic integrity policy can be found at: [https://provost.asu.edu/index.php?q=academicintegrity](https://provost.asu.edu/index.php?q=academicintegrity)

7.7. Objectionable or Disturbing Materials and Topics. Although some students may deem some course content offensive, such materials are deemed important for the learning process. The classroom is a safe space in some senses (hate speech or slurs related to race, ethnicity, class, gender, sexuality, or ability status will not be tolerated). In other important senses it is not a safe space at all: we are here to be disturbed, perturbed, shaken, decentered, and indeed offended by the full range of human thought and creativity. Students are not excused from interacting with potentially offensive materials, but they are certainly encouraged to express well-formed opinions that express their objections and their reasons for them.
8. Resources

8.1. Help for students having difficulty with writing. 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.

8.2. Help for students with a disability. Professional disability specialists and support staff at the Disability Resource Center facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center is required. Qualified students who wish to request an accommodation for a disability should contact the DRC by going to https://eoss.asu.edu/drc, calling 480-965-1234 or emailing DRC@asu.edu.

8.3. Help for students experiencing discrimination. ASU promotes equal opportunity through affirmative action in employment and educational programs and activities. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, sexual orientation, gender identity, age, disability and qualified veteran status. If you are experiencing such discrimination in any aspect of your life at Barrett, contact the Office of Equity and Inclusion at https://eoss.asu.edu/hr-equityandinclusion or 480-965-5057.

8.4. Help for victims of sexual assault. Sexual assault can happen to anyone: any gender, any age, any socio-economic status, any profession, any ethnic or racial identity, any sexual orientation, any religious affiliation, anyone. You are not alone. We strongly encourage victims of sexual violence, sexual harassment, stalking and relationship violence to seek support and report the incident. For help, support, and guidance, go to https://eoss.asu.edu/wellness/SVHelp or https://sexualviolenceprevention.asu.edu/. You can also choose to contact ASU Police at 480-965-3156, the ASU Student Rights and Responsibilities office at 480-965-6547, and/or the national RAINN Sexual Assault Hotline at 1-800-921-1006. You can also talk to me: I won’t turn you away. However, I am not a trained trauma-informed first responder. Also, by law, I must report allegations of sexual assault or sexual harassment to the Office of Student Rights and Responsibilities: I cannot offer confidentiality. For confidential support and assistance, call ASU Counseling at 480-965-6146, or RAINN at 1-800-921-1006.

8.5. Help for students experiencing emotional concerns, personal crises, and problems adjusting to college. ASU Counseling Services offers confidential, personal counseling and crisis services. Go to https://eoss.asu.edu/counseling or call 480-965-6146. Counseling Services can be found in the Tempe Student Services Building, rm. 334. Walk-ins are OK.

Other Resources:

24-Hour Crisis Support
480-921-1006

Safety Escort Service
(safe walks or rides)
480-965-1515.

After hours, call ASU Police at
480-965-3456.

Student Services
(general help and advice)
480-965-2836
Sage North 110F

Out@ASU
(Help and resources for LGBTQ students and allies)
https://eoss.asu.edu/out

International Students and Scholars Center
https://students.asu.edu/international/ssc
480-727-4776

Technical help for Blackboard
1-855-278-5080
Credits. Some aspects of this syllabus are adopted, with thanks, from the Barrett Honors College Syllabus Information Guide, from the websites of various ASU resource centers, and from the syllabi and assignment sheets of other Barrett Honors Fellows—special thanks are due to Dr Mary Ingram-Waters for her Reflective/Creative project, which I have stolen (with slight modification).

Image: Cuava de las manos, Argentina. From the collections of Lynn Ostling.


That was a long syllabus, with lots of details and rules and due dates and criteria and numbers and requirements and stuff. Don’t worry: you’ll get the hang of this. Read it a few times, ask questions, come to office hours. This class is hard, but you are up to the challenge.