SYLLABUS: HONORS 171: THE HUMAN EVENT 1*

INSTRUCTOR: Dr. Laurie Stoff
OFFICE LOCATION: Sage South 154
E-MAIL: Laurie.Stoff@asu.edu (preferred method of contact)
PHONE: (480) 727-2506

REQUIRED TEXTS:

You must also buy the COURSE READER (HON 171 ST0FF) at the Alternative Copy Shop at 1004 S. Mill Ave. (10th St. and Mill Avenue). Phone: 480-829-7992, Email: alttempe@alternativecopy.com. Readings contained in the Course Reader will be abbreviated as CR in the course schedule. You will also have a few primary documents to read available through the course Blackboard site, labeled as E-RESERVES in the schedule of classes and assignments below. Additional materials will be posted on Blackboard to serve as context for the readings you will complete.

COURSE DESCRIPTION:
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., HON 171 is the first half of a two-semester sequence that concludes with HON 272.

NOTE: This course will address a number of sensitive and mature topics and issues, including materials and language of a sexual nature. Although some students may deem course content offensive, such materials are 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.

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.
COURSE GUIDELINES

Assignments:

- **Reading:** *There is lots of it, so be sure you keep up!* You will be required to complete all reading assignments PRIOR to coming to class. The date each reading assignment is listed is the date by which you should have **completed** the assignment. The reading assignments will prepare you for in-class discussions, and you should come to class prepared to discuss what you have read and engage with your fellow students concerning the meanings of the readings. Therefore you should:
  1. **Read the material closely and carefully,** annotating, highlighting, and/or underlining the text, taking notes as you go along, and critically thinking about what you are reading. Some texts may require second readings in order to better comprehend their meaning.
  2. **Keep a dedicated notebook for these notes.**
  3. **Be sure that you have access to the readings during class,** in hard copy format.

- **Discussion questions:** You will be responsible for answering specific discussion questions on the readings (see **READING ASSIGNMENT QUESTIONS ON BLACKBOARD**) and preparing 1 discussion question you would like to propose to the class (see **TIPS ON WRITING GOOD DISCUSSION QUESTIONS ON BLACKBOARD**). These should be prepared prior to coming to class, and be typed and printed out in hard copy format and brought with you to class. **No late or handwritten questions will be accepted.** These questions will be used to facilitate our in-class discussions and will be graded based on relevance to the reading assignments (i.e. they should be very specific with regard to what you read and should reference the works directly, linking your answers to specific quotations in the text). You will also be responding to the questions posed by your classmates. You should leave space after each of your questions and answers to take notes on what we talk about during class.

- **Participation:** Your active participation in the discussions will also form a large part of your final grade. Your participation grade will be based on the thoughtfulness of your comments and responses, and their direct relevance to the readings. As part of this course, you are expected to engage with your fellow students in discussions (guided by your professor) about the texts that you read. I will provide some brief, general historical context for the readings, the vast majority of our time in the classroom will be spent engaged in analysis of the texts. Because this comprises such a large proportion of the class experience, it will also comprise a portion of your grade. Part of this grade will come from the discussion questions that you prepare prior to coming to class and that you share with the class (20%). The other part (20%) will come from your direct participation in the class discussion. Therefore, you will be expected to contribute in a meaningful way to these discussions. In order to ensure your chances of receiving the highest possible grade for participation, please follow these guidelines:
  1. **Come to class having completed the readings assigned for that day and with thoughtful, specific discussion questions based on the texts prepared and printed out to share with the class.**
  2. **Come to class prepared to engage with the class in a thoughtful, respectful discussion.** You will not be assessed based on the “correctness” of your position, but rather on your grasp of the material and your ability to communicate your ideas. The purpose of the discussions is not show off to others how much you know, but rather to look at things in new ways and make connections to larger issues of concern in the “human experience.”
  3. **Make your contribution count.** Meaningful contributions are based upon **QUALITY,** not **QUANTITY** of comments and questions made during the discussion. You don’t have to be at the center of every discussion, but students who make little or no effort to enter discussions will receive a low participation grade. By the same token, those who dominate and/or disrupt discussions can expect a low participation grade. Attempting to dominate the class discussion is a sure way to lose participation points, just as never or rarely speaking will similarly be detrimental to your grade. Be sure to reference the text directly, providing evidence for the points you make.
4. Discussion can become lively, heated even. Please respect the rights of others. While other people’s opinions are fair game, other people are not. When you disagree with someone, be sure to criticize the idea and not the person.

5. Do not interrupt; give everyone a chance to express his or her opinions. Having a private conversation with your neighbor constitutes a form of interruption; it is extremely rude and disrespectful to the person speaking.

- **Writing:** You will have **3 paper assignments to complete as part of this course**. These will be essays written as arguments in response to specific questions about specific assigned readings, using specific evidence from the readings. The due dates and times for these assignments are listed in the schedule of classes which follows. Papers should be between 1500-1800 words, double-spaced with 1-inch margins, using 11 or 12 point font. More specific instructions for the paper assignments can be found below, and will be posted on Blackboard. The questions will also be posted on Blackboard and you will submit your completed papers electronically via SafeAssign.

    You will be required to submit a rough draft for your first two papers, which must include, at a minimum, your introduction (including thesis and road map) as well as an outline indicating the specific points you will make in your essay. For your third papers, while rough drafts will not be required, I would **HIGHLY RECOMMEND** that you develop them nonetheless. I am happy to look at your work at any stage of development. You can, and I again, I **HIGHLY RECOMMEND**, come see me during office hours (or even better, make an appointment that is convenient for both of us) to help with developing a thesis or any other aspect of writing the paper. I would also **HIGHLY RECOMMEND** that you make use of the Writing Center.

    Late papers on writing assignments #1 and #2 will be penalized 5 points for every day they are not turned in (including weekends and other non-class days). **No late papers will be accepted for the last writing assignment.** If you have problems with submission of papers to SafeAssign, you should email the paper directly to me at Laurie.Stoff@asu.edu attached as an MS Word document. **No papers will be accepted after the due date/time because of problems with electronic submission – no exceptions!**

**Attendance:** You are expected to attend all class meetings. You may miss 2 class periods without any negative affect to your grade, with or without excuses. Any absences above this without documented evidence of medical or other emergency, or that is not a university sanctioned absence (see university policies on university sanctioned activities) or recognized religious observance (see university policies on religious practices) and which you should notify your instructor of in advance, will seriously detract from your grade. Any student who misses more than 6 class sessions cannot pass the course.

**Electronics policy:**

*CELL PHONES, COMPUTERS, IPADS, TABLETS, E-READERS, AND/OR OTHER ELECTRONIC DEVICES MUST BE KEPT IN THE OFF POSITION AND COMPLETELY OUT OF SIGHT FOR THE DURATION OF THE CLASS PERIOD.*

In order to create a safe space for all seminar participants, audio or visual recording of any kind is not permitted.

**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).

Academic dishonesty in any form will not be tolerated and will result in immediate reporting to the appropriate university authorities. This includes plagiarism, which is an extremely serious offence and which carries with it extremely serious penalties, including failure of the assignment, the course, and even
Plagiarism is defined by the ASU Student Academic Integrity Policy, which you should familiarize yourself with and which can be found online at https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf, as: “using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.” It also includes submitting work that is not your own, cheating, copying or any other forms of academic dishonesty. All work submitted to this class will be done so electronically through SafeAssign, which runs all papers through an extensive database that checks for and finds plagiarized work.

**Student Conduct:** All students are required to follow the policies established by the university for student conduct, as indicated at: http://www.asu.edu/studentlife/judicial. These include the ASU Student Code of Conduct and the Student Academic Integrity Policy. Moreover, because this course will address a number of sensitive and mature topics and issues, students are expected to engage with these topics and issues with maturity and respect for one another and for the instructor. The classroom will be maintained as a space for open discussion, wherein all opinions may be expressed with fear of repercussion or ridicule. Discussions may become passionate or heated at times, but it the responsibility of all students to address one another with consideration, to remain open to all ideas (even if one does not agree with them), and to debate respectfully. While it is appropriate to challenge the ideas of others, it is never acceptable to attack others personally. Students who fail to abide by this code of conduct or engage in disruptive behavior will be asked to leave the classroom and this type of behavior will negatively affect students’ participation grades.

**Multiculturalism:** 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.

**Special Accommodations:** Students with learning or physical disabilities or other problems that may interfere with the learning experience, and require special arrangements in the classroom should provide us with proper documentation as soon as possible after registering with the university’s Disability Resource Center in Matthews Center, 1st floor (https://eosc.asu.edu/drc) Telephone #: (480) 965-1234. Information regarding disability is confidential.

**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.

**Resources:** Aside from seeking assistance from your instructor, you can, and should, also make use of other sources of assistance at ASU and specifically at Barrett, including the Barrett Writing Center, which is available to assist all Barrett Honors College students with papers for HON classes only. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both HON 171 and 172, 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://honors.asu.edu/ and click on Writing/Computer Support. Under Barrett Writing Center, you then can access updated tutoring and workshop schedules, appointment information, academic background on the staff, and internet links related to academic writing.

**Title IX:** Title IX of the Education Amendments protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU is committed to providing an environment free from discrimination based on sex and provides a number of
resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. We strongly encourage victims of sexual violence, sexual harassment, stalking and relationship violence to seek support and report incidents. An excellent resource is https://sexualviolenceprevention.asu.edu/. The Office of Equity & Inclusion has been designated as ASU’s Title IX coordinating office. Help from the Title IX Office can be found here: https://cfo.asu.edu/hr-titleIX. For help that is confidential please go to ASU Counseling: https://eoss.asu.edu/counseling. If you have experienced sexual assault please see these resources for help: https://sexualviolenceprevention.asu.edu/ and/or https://eoss.asu.edu/wellness/SVHelp.

Please do not hesitate to see me about any questions or problems you may have at any time. Feel free to ask for help with any of the assignments. If you cannot make my scheduled office hours, I will be happy to make an appointment with you. The best way to contact me is by e-mail: Laurie.Stoff@asu.edu. Please note, however, that only emails that are properly and formally addressed (ex. Dear Dr. Stoff) and include identification of the sender, including your full name and the specific course and section in which you are enrolled (including time that class meets), will be answered. And while I do check my email regularly, please allow at least 24 hours for a response during the week. If you email me over the weekend, you may not get an answer until Monday. Please also be sure to check Blackboard and your ASU email regularly, as this is how I will communicate with you outside of class. You should also use your ASU email to communicate with me, as emails from other accounts may be sent to junk mail by the ASU email system.

**Grades will be determined as follows:**
- Rough draft 1: 5%
- Paper #1: 15%
- Rough draft 2: 5%
- Paper #2: 15%
- Paper #3: 20%
- Discussion questions: 20%
- Attendance and participation: 20%

**Grades will be based on the following scale:**
- A+ = 97-100 A = 94-96 A- = 90-93
- B+ = 87-89 B = 84-86 B- = 80-83
- C+ = 77-79 C = 70-76
- D = 60-69
- E = 0-59

**A-level work = Excellent.** Such will demonstrate mastery of the material and will go far beyond the minimum requirements of a particular assignment; in addition, there will be very few or no mistakes.

**B-level work = Very good.** Such work will exceed the requirements of an assignment and demonstrate strong competency with the material; some mistakes, but no egregious errors.

**C-level work = Satisfactory.** Such work will meet the requirements of an assignment but demonstrate only basic comprehension of the material; some mistakes and potentially a major error.

**D-level work = Poor.** Such work will fail to meet the requirements of an assignment and demonstrate little or no content comprehension; many mistakes and more than one major error.

**E-level work = Unsatisfactory.** Such work will fail to meet the requirements of an assignment and have little merit as a demonstration of knowledge or ability.

**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. You should also carefully follow the criteria listed on STOFF’S WRITING CHECKLIST as you are completing your papers, which is posted on Blackboard and attached to this syllabus below. The Writing Checklist also indicates how papers will be evaluated for grading purposes.

   a. The thesis statement makes a specific, text-based claim, not a vague or broad observation (and not merely a restatement of the question(s) posed in the assignment) and should appear in the first paragraph of the paper.
   b. The paper must stake a substantive position, one that is neither trivial nor obvious.
c. Human Event papers should be 5-7 pages [this means approximately 1600-1800 words].

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

3. Evidence from, and analysis of, the primary text(s) form the backbone of the paper’s defense of a thesis.
   a. Textual evidence constitutes the foundation of the paper’s argument. The paper cites the sources of evidence.
   b. No outside sources are permitted.
   c. 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.
   a. The paper uses proper grammar and word choice including gender neutral and inclusive language.
   b. The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.

PLEASE ALSO MAKE USE OF THE WRITING CHECKLIST AVAILABLE ON BLACKBOARD TO ENSURE THAT YOU FULFILL ALL OF THE REQUIREMENTS OF THE WRITING ASSIGNMENTS.

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| WEEK 1 | Introduction  
E-RESERVES: “How to read a primary text”, “How to Write Good Discussion Questions” |
The Epic of Gilgamesh (Introduction, Standard Version) |
| WEEK 3 | The Epic of Gilgamesh (The Standard Version- end)  
CR: The Hebrew Bible (excerpts) |
| WEEK 4 | CR: Sappho, Selected Poems  
Aristophanes, Lysistrata |
| WEEK 5 | Plato, Symposium  
WRITING WORKSHOP 1  
COMPLETE ROUGH DRAFTS DUE (HARD COPY IN CLASS) |
| WEEK 6 | CR: Ovid, Metamorphoses (excerpts)  
CR: Cicero, “On Duties” (excerpts)  
PAPER #1 DUE (ELECTRONIC SUBMISSION TO SAFEASSIGN BY 11:59 PM) |
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<tr>
<th>WEEK</th>
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| 7      | The Bhagavad-Gita, pp. 1-13, 21-81  
          The Bhagavad-Gita, pp. 83-154 |
| 8      | Confucius, Analects, pp. vii-43  
          Confucius, Analects, pp. 44-103 |
| 9      | FALL BREAK - NO CLASS | The Tao Te Ching |
| 10     | CR: The New Testament (excerpts) | **Writing Workshop 2**  
          **Complete Rough Drafts Due (Hard Copy in Class)** |
| 11     | CR: The Qur’an (excerpts)  
          CR: The Thousand and One Nights (excerpts) |
| 12     | **Paper #2 Due (Electronic Submission to SafeAssign by 11:59 PM)** |
| 13     | CR: Sei Shonagon, The Pillow Book  
          CR: “Medieval Russian Literature” |
| 14     | CR: Boccaccio, The Decameron (excerpts)  
          Christine de Pizan, The Book of the City of Ladies, Introduction, pp. 3-14, 21-47, 62-78 |
| 16     | **No Class** |
| 15     | CR: Montaigne, “Of Cannibals” | **Thanksgiving - NO CLASS** |
| 16     | Catalina de Erauso, Lieutenant Nun: Memoir of a Basque Transvestite in the New World  
          **Reflections and Assessments** |

*This syllabus is subject to change with prior notification*