

HON 171: The Human Event

Fall 2020

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Office Hours
M 8:00-9:00 & W 12:35-1:35
on the canvas course calendar and
by appointment M-TH

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.

Course Objectives

- To improve the student's ability to reason critically and communicate clearly.
- To cultivate the student's ability to engage in intellectual discourse through reading, writing, and discussion.
- To broaden the student's historical and cultural awareness and understanding.
- To deepen awareness of the diversity of human societies and cultures.
- To instill intellectual breadth and academic discipline in preparation for more advanced study.

Required Texts

Note: Translations vary; these editions are required in paperback (no digital versions).

- *The Táin Bó Cúailgne*. Trans. Thomas Kinsella. Oxford University Press.
- Confucius. *The Analects*. Trans. Simon Leys. Norton.
- Sun Tzu, *The Art of War*. Trans. Lionel Giles. Dover.
- *Silence: A Thirteenth-Century French Romance*. Trans. Sarah Roche-Mahdi. Michigan State UP.
- De Las Casas. *A Short Account of the Destruction of the Indies*. Trans. Nigel Griffin. Penguin.
- Erauso, *Lieutenant Nun*. Trans. Michele Stepto and Gabriel Stepto. Beacon Press.

Our **171 Canvas (cv)** at myASU.edu features online readings, focus questions, writing standards and grading rubrics, links for uploading essays, and other required course materials. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk call toll-free at 1-855-278-5080.

GRADED ASSIGNMENTS

Required assignments consist of five written **textual analyses** (20%), two **academic argument essays** involving multiple drafts (50%), and quality **participation** (30%) in analytic class discussions and other activities such as **learning project module assignments**. You must complete all assignments to pass this class. Assignment and course letter grades are based on this scale: 100-98.00=A+, 97.99-92.50=A, 92.49-90.0=A-, 89.99-87.50=B+, 87.49-82.50=B, 82.49-80.0=B-, 79.99-77.50=C+, 77.50-70.0=C, 69.99-60.0=D, 59.99 and below=E. Scores do not get rounded up. Grading criteria for specific components/assignments are posted on our class canvas. Given the extraordinary circumstances of the COVID-19 pandemic, Fall 2020 students may request to be evaluated with a **Y grade** rather than an A-E letter grade for the course (email Dr. Scott no later than December 4th to select this option).

Class Participation (30%). Students shape discussion and refine critical reading, thinking, and speaking skills by bringing in points and questions about the reading, responding analytically to questions posed by the instructor and class members, supporting ideas with textual or logical evidence, posing and addressing counter-arguments, and building teamwork skills

Note: A syllabus is a contract. You are responsible for reading this document and asking any questions you may have about the content within the first week of classes. By remaining enrolled in this course, you agree to abide by the policies herein.

by supporting or challenging the ideas under consideration in a thoughtful, respectful manner. Final participation grades will reflect your monthly participation grades less any deductions for excess absences or inappropriate use of electronic devices (policies detailed below).

Focus Questions posted on the class canvas fuel critical thinking and class discussion by helping students to read critically during their first encounter with a text; they help us look beyond the surface plot or assertions for larger or more profound thematic concerns. Ideally, students will think through the focus questions and take notes on their ideas before coming to class so that we can jump into lively discussions, but unless assigned as textual analysis prompts, focus question responses will not be turned in.

Textual Analyses and Responses (20%); These five 400 word analytic writing exercises strengthen close critical reading and analysis skills while helping you prepare for class discussion and formal essays. You'll post each textual analysis response to Canvas by 11:59 p.m. the night prior to the class for which it's due. Because these assignments aim to help you prepare for class discussion as well as practice the close textual analysis we'll do in class and for essays, late responses earn no credit, but the second, third, and fourth entries have multiple possible submission dates so that you can schedule them around your workload (e.g., the 2nd textual analysis may either be completed for class on [2A] Sept. 21, [2B] Sept. 23, or [2C] Sept. 28). The final response requires students to reflect upon the text they found the most meaningful. See the class canvas for further instructions.

Academic Argument Essay Assignments (50%) prepare students to excel at persuasive writing in academic disciplines and professional activities.

Academic Argument Essays (50%)

These two essays (25% + 25%) require students to read and think critically, to synthesize course material, and to craft logically sophisticated, textually-based arguments that adhere to the conventions of academic prose. If you fail to submit required first drafts by posted deadlines, or if you submit an incomplete draft, the grade for the paper you submit in final form will be lowered by a full letter grade (e.g., B to C), or in the case of an incomplete draft submitted on time, a percentage of a full letter grade. Students *are* permitted to make use of grammar-checking applications such as Grammarly or Hemingway.com.

Writing Workshops and Feedback Groups help students learn to draft, reflect upon, and revise their writing based upon the kinds of peer response employees often encounter in the workplace. They also require class members to read their peers' work critically and to offer constructive criticism.

Human Event Learning Project Modules (HELPM)

Barrett's HELPM modules at <https://sites.google.com/asu.edu/helpm-learning-project-modules/> provide students with illustrated models of human event writing standards. Students will refer to HELPM as they prepare to write their textual analyses and Human Event essays.

LEARNING OUTCOMES

After completing these assignments, students will understand how to intentionally examine evidence from multiple perspectives, evaluate assumptions and conclusions by identifying and addressing reasonable counter-arguments in written and oral arguments, and identify recurrent themes within and among disparate works of human production. Through class discussion and peer review, students will support their own and other's academic success by testing and refining their claims, relating the ideas they find in historical texts to current social issues, and providing critical writing feedback to their peers. These activities build the top skills employers look for in college graduates: being a good coach; communicating and listening well; possessing insights into others (social awareness); empathy and support toward colleagues; critical thinking; problem solving; and connecting complex ideas. Source: <<https://www.psychologytoday.com/us/blog/artificial-maturity/201807/the-seven-top-skills-google-now-looks-in-graduates>>

COURSE POLICIES

Academic Integrity

Presenting another person's language or ideas as your own constitutes plagiarism. **Don't do it.** Repercussions for plagiarism or academic integrity violations on essays or textual analyses include failure of the assignment AND failure of the course, and may include referral to the ASU Student Conduct Committee and expulsion from the university. Plagiarism, the theft of intellectual property, is a serious crime that undermines everything we are trying to accomplish in this course. If you have any questions, come talk to me.

The Human Event requires students to generate and think through their own responses to primary texts; therefore, **consulting online or print secondary resources (e.g., SparkNotes, Wikipedia, google, etc.) for ideas – whether for textual analyses, class discussion, or essays -- violates this course's academic integrity policy.** Sometimes secondary sources such as introductions or essays on the text are included in the editions we're using; in those instances, you are welcome to read the notes and introductions, but don't use them as evidence in your textual analyses or essays, as the support for your ideas should come from the text itself. Wait to read supplementary essays until after you have finished discussing/writing on that text.

ASU Sync

In Fall 2020, our seminar will follow an ASU Sync format in which the class meets synchronously twice per week, with roughly 50% of the students connecting in via Zoom and others meeting in person in a Barrett classroom. Exceptions include our first class meeting on August 24th and writing workshop days, when we will meet entirely via zoom. For those attending ½ in person, I will assign your regular attendance day, Monday or Wednesday, during or just after our first course meeting. In order to accommodate the fluxuating challenges presented by COVID19, students may email me to move to 100% remote attendance, or to change from 100% remote to ½ in person, at any point of the semester.

Attendance

Attendance and preparation are extremely important in a discussion-based, collaborative learning class such as this one. Prior to March 2020, Barrett's absence policy reflected this necessity for synchronous attendance: "if you miss more than two classes, your final participation grade will drop by one half letter grade per absence in excess of the first two (e.g., a third absence will cause a 90 to drop to an 85). Any student who exceeds six absences will automatically receive a final course grade no higher than a C. Arriving late to class will detrimentally affect your participation grade." For Fall 2020, it will be imperative for students and instructors who are not feeling well NOT to attend class in person. Students will always be able to attend class remotely for full attendance credit, and Barrett will update its Human Event attendance policy prior to the start of the semester. I hope to record each class meeting so that students who have to miss one or more classes can review recordings and add their participation points to the discussion on canvas. However, in order for you to get the most out of our class, please do your best to attend synchronously when your health permits.

- ❖ Bring the assigned text to class each day, as you will need to support your views with textual evidence. This is crucial!
- ❖ If you're scheduled to attend class in person and decide to attend via zoom that day, please email me ahead of time.
- ❖ If you're not able to attend class synchronously in person or via zoom on a given day, contact a few classmates to find out if you missed any announcements or changes to the class calendar. If class recordings are available, email me for access; you may be able to receive attendance credit by viewing the class and adding participation points on canvas.
- ❖ Feel free to let me know ahead of time if you will be missing an upcoming class so that we can discuss plans for that session.

Barrett Honors Professional 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. As professionals, we all play our part in maintaining that community.

Barrett Writing Center

Directed by honors faculty and staffed by writing tutors who themselves have completed both semesters of *The Human Event*, the Barrett Writing Center offers individual tutoring on writing argumentative essays for the Human Event. More information is available at <<http://barretthonors.asu.edu/academics/barrett-writing-center/>>.

Computing Requirements

This ASUSync course requires a computer with Internet access and a web browser, pdf reader, and a microphone and speaker or headphones. A webcam is preferable but not required. The ASU library has hotspots available and computers for loan. These computers are equipped with webcams and microphones.

Course Content

Students in this class engage with material containing adult content that may include profane language and graphic sexuality. If you have concerns regarding this aspect of the course, contact me by August 26, 2020.

Course Copyright

The contents of this course, including HELPM modules and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course, unless you have prior permission from the instructor. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others. If you have questions, see me!

Due Dates and Late or Incomplete Assignments

Unless otherwise noted, readings and assignments are due at 11:59 p.m. on the posted due dates, which -- except for formal essays -- are typically the night before class. If you have a documented, valid excuse (serious illness, family emergency, etc.) to turn in an assignment after a deadline, you must inform me as soon as possible **prior** to the due date. Otherwise, the following policies apply:

- ❖ Final versions of Essay 1 and 2 turned in after the due date and time will receive a full letter grade/10 point penalty per calendar day late (a paper due on Saturday at 11:59 p.m. and turned in between that time and 11:59 p.m. on Sunday will earn, for example, a C rather than a B/75 rather than an 85).
- ❖ Essay Drafts not submitted by the posted deadline will result in a full letter grade deduction (-10 points) to the grade for the essay you submit in final form (e.g., B to C). If a draft is submitted on time but is incomplete, it will incur a percentage of a full letter grade deduction to the essay grade, e.g., a draft that is 70% of the assigned minimum receives a 3 point deduction to the final essay grade.
- ❖ Late textual analyses will not receive credit.

Electronic Devices in the Classroom

Students are welcome to use laptops or tablet computers for referencing texts in class, but the following rules apply:

- ❖ For days that our text is on canvas (indicated by “cv” on the reading schedule), you may either print out the text or access it on a laptop or tablet, but **electronic versions are acceptable only if you can and do annotate them—be prepared for spot checks of your annotations**. Spot checks apply to students zooming in also, as annotating is an essential component of strong preparation for class;
- ❖ Cell phones must be silent and remain out of sight; students may **not** use them for referencing texts unless they have prior permission from the instructor; and

- ❖ Keep off email and non-class websites during class. Once class has started, reading email, checking social media, texting, etc. will result in an *automatic, non-negotiable* 5% per incident drop in your class participation grade. If the temptation will be too great, play it safe and print out the readings.

Email

ASU email is the official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students bear the responsibility of reading and responding to course email in a timely fashion.

Letters of Recommendation

I am happy to write letters of recommendation for students when appropriate. Here are the procedures for requesting references:

- ❖ During the academic year (August 15-May 15), contact me at least three weeks in advance to request the recommendation; strong letters take time, and I will need to block out time in my calendar to draft and revise your letter. If you learn of the opportunity last minute and are not able to contact me several weeks in advance, you can still check with me; I will accommodate if my workload permits. I am away from campus over the summer and am not typically available to write letters after May 15th, so plan in advance.
- ❖ If I am able to accommodate your request, the next step will be scheduling an in-person meeting to discuss your application and qualifications. Bring a resume, any forms I need to complete, the selection criteria for the scholarship or position, and any other supporting documentation (graded essays, commendations I've given you, etc.) to the meeting, as we will go over specifics that you would like me to highlight.
- ❖ At that meeting we will discuss the date by which I plan to have completed your recommendation. If you haven't heard from me by a date we agree on (usually a few days before the due date), I'll ask that you email me to check on the status of the recommendation.

Office Hours and Additional Support

Students are welcome to meet with me to discuss aspects of the course – for example, critical reading strategies or advice on essay writing -- either in person or via zoom. This semester I am holding **canvas calendar** appointment times reserved exclusively for Human Event students on **Mondays 8:00 - 9:00 a.m.** and **Wednesdays 12:35 -1:35 p.m.** To reserve a time, go to the Calendar in canvas and click on Find Appointment. You'll be able to refer to your calendar to check your appointment time, but as canvas does not currently send a confirmation email, make sure to write the time in your calendar.

If my set appointment times do not work with your course schedule, I'll be happy to work with you to find another time to meet if you see or email me to request an alternate time. I typically reply to non-urgent email only once a day M-F, so make sure to email me with as much advance notice as possible.

In addition, a community of current Barrett undergraduates who have successfully completed Human Event are available to support your success. To contact our Fall 2020 Human Event Teaching Assistants or one or more of the Human Event Mentors, see the Appointments/Support menu on our course canvas.

Student Code of Conduct

Students must conduct themselves according to the ASU policies posted online at <https://eoss.asu.edu/dos>. These include the [ASU Student Code of Conduct](#), the [Provost's Academic Integrity Policy](#), ASU's Policy on [Disruptive Classroom Behavior](#), and ASU's Fall 2020 requirement that everyone wear a [face covering](#) while in ASU buildings and community spaces, including classrooms.

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 self-identify 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/>>.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Writing Materials

Please note that I may use submitted textual analysis and human event essay materials to develop improved teaching resources for current and future students. Student work will remain anonymous unless student authors request to have their names appear on essays selected as models. If you have any questions about this policy, come talk to me during the first week of the semester. Thank you!

Fall 2020 Prospective Daily Schedule

To meet the emerging needs of the class, this schedule is subject to change.
Any changes will be announced in class.

Complete all readings **before** class on the dates indicated below. Bring the assigned text to class each day, as you will often be called upon to support your views with textual evidence. *If you do not have the text, you will receive a zero for that day's participation. "cv" indicates that the text is accessible on our Canvas platform.*

Note: If a textual analysis assignment has a letter after it (e.g., 2A, 2B; 3A, 3B, 3C), you will choose either the A or B or C day to submit your analysis, but your submission must focus on the assigned reading for that day.

M Aug 24	Introduction to class via Zoom. Because only half of us can be in the classroom at once, for this first meeting we'll all zoom in. Post your introduction video by 11:59 p.m.
T Aug 25	Take the Syllabus & Seminar Participation Guidelines Quiz on Canvas by 11:59 p.m.
W Aug 26	<i>Táin Bó Cúailgne</i> , "Before the Táin" (1-25). Discuss <i>Seminar Participation Guidelines</i> (cv)
M Aug 31	<i>Táin</i> (26-50) and HELPM Assignment: Complete the first Human Event Learning Project Module: the <i>Modular Learning Project Overview</i> (instructions on canvas)
W Sep 2	<i>Táin</i> (50-92) and HELPM <i>Textual Analysis Module</i> In-class HELPM <i>Textual Analysis</i> module quiz

M Sep 7	<i>Labor Day</i>
W Sep 9	<i>Táin</i> (92-168) and HELPM <i>Paragraph Structure Module</i> . Bring to class your completed Topic Sentences Worksheet from the HELPM module.
M Sep 14	<i>Táin</i> (168-205). Counter-argument debate. Textual analysis #1 due by 11:59 p.m. the night before class: see the prompt on Canvas for assignment specific instructions.
W Sep 16	<i>Táin</i> (205-253). In-class quiz on HELPM <i>Paragraph Structure</i> module. Bring your Confucius <i>Analects</i> book to class for an in-class introductory exercise.
F Sep 18	HELPM: Complete the <i>Introductions</i> module by reviewing the three presentations and taking the three quizzes on canvas by 11:59 p.m.
M Sep 21	Confucius, <i>Analects</i> , Chapters 1-9 [~475 bce]. Question brainstorming activity. Textual Analysis 2A due by 11:59 p.m. the night before class.
W Sep 23	Confucius, <i>Analects</i> , Chapters 10-15 [~475 bce]. Textual Analysis 2B due by 11:59 p.m. the night before class. In-class HELPM Introductions Module review.
F Sep 25	HELPM: Complete the <i>Academic Style</i> module by reviewing the powerpoint and taking the online module quiz by 11:59 p.m.
M Sep 28	Sun Tzu, <i>The Art of War</i> [~500 bce] Textual Evidence for first essay due by 11:59 p.m. the night before class. In-class HELPM Academic Style Module review.
W Sep 30	Counter-argument Essay Workshop: All Students Meet on Zoom. Essay Draft Due: submit a complete draft of your essay by 11:59 p.m. the night before class.
Sat Oct 3	Revised draft due by 11:59 p.m. Online peer reviews will be automatically assigned.
M Oct 5	Sophocles, <i>Antigone</i> [~441 bce]. Debate and Scene Performances. Textual Analysis 2C due by 11:59 p.m. the night before class. Online Peer Reviews are due tonight (Monday) at 11:59 p.m.
W Oct 7	Plato, <i>The Apology</i> [~385 bce] (cv)
F Oct 9	Essay I due to Canvas by 11:59 p.m.
M Oct 12	<i>Sunjata</i> [~1255-1325 ce] (cv)
W Oct 14	<i>Sunjata</i> , cont. (cv)
M Oct 19	<i>Silence: A Thirteenth-Century French Romance</i> [~1275 ce]
W Oct 21	<i>Silence: A Thirteenth-Century French Romance</i> . Textual analysis 3A due by 11:59 p.m. the night before class.

Remember that your textual analysis must analyze a section of the reading assigned for that day's class. Therefore, if you choose to write your third textual analysis for the 3A day of

Silence, your analysis must focus on the pages assigned for Oct 21 rather than the already-discussed reading for Oct 19 (and so on for the 3B option Oct 26).

M Oct 26	<i>Silence: A Thirteenth-Century French Romance</i> . Textual analysis 3B due by 11:59 p.m. the night before class. Debate.
W Oct 28	de Pizan, from “Letter from the God of Love” [1399] (cv) . Textual analysis 3C due by 11:59 p.m. the night before class.
M Nov 2	Machiavelli, <i>The Prince</i> [1513] (cv)
W Nov 4	<i>Mystical Poetry of India</i> [12 th -16 th century ce] (cv)
M Nov 9	de las Casas, <i>The Destruction of the Indies</i> [1542 ce] Textual analysis 4A due by 11:59 p.m. the night before class.
W Nov 11	<i>Veterans Day</i>
M Nov 16	16 th -century selections from <i>Ideas of Race</i> (cv) and Montaigne, “Of Cannibals” [1580] (cv) Textual analysis 4B due by 11:59 p.m. the night before class
W Nov 18	Erauso, <i>Lieutenant Nun</i> I [~1630 ce] Textual Analysis 4C due by 11:59 p.m. the night before class.
M Nov 23	Erauso, <i>Lieutenant Nun</i> II. Textual Analysis 4D due by 11:59 p.m. the night before class
W Nov 25	Idea generation and counter-argument essay workshop on zoom. Textual evidence to analyze in your final essay is due by 11:59 p.m. the night before class.
M Nov 30	Fall 2020 Overview and Spring 2021 Preview: David Foster Wallace's 2005 commencement speech, This Is Water . In class: course evaluations. Textual Analysis 5: Most Meaningful Text due by 11:59 p.m. the night before class.
W Dec 2	Essay Workshop. All Students Meet on Zoom. Submit a complete draft of your essay by 11:59 p.m. the night before class.
M Dec 7	Revised Essay due by 11:59 p.m.