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 instil 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).

Our 171 Canvas (cv) at myASU.edu features further required readings to print or access online, focus questions, writing standards and grading rubrics, links for uploading writing assignments to ASU's Turnitin anti-plagiarism database, 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 quality participation in analytic class discussions and activities (30%), weekly critical question posts (10%), five written textual analyses (20%), and two academic argument essays involving multiple drafts and completion of HELPM learning project module assignments (40%). 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, 92.49-90.00=A-, 89.99-87.50=B+, 87.49-82.50=B, 82.49-80.00=B-, 79.99-77.50=C+, 77.50-70.00=C, 69.99-60.00=D, 59.99 and below=E. Scores do not round up.

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 by supporting or challenging the ideas under consideration in a thoughtful, respectful manner. You must therefore come to
class prepared, having read the assigned material carefully and critically, with questions and comments ready, and the texts annotated and available for referencing.

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.

Critical Question Posts (10%); these analytic exercises strengthen critical questioning and analytic skills while helping you prepare for class discussion. Students will post critical thinking reflections on the reading (mainly discussion questions and passages for potential in-class analysis) for one of the week’s assigned readings to the canvas discussion board by 11:59 p.m. prior to the class for which they’ll be discussed. Because these assignments aim to help you prepare for class discussion, late analytic posts assignments earn no credit.

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 the first three of 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 and third entries have multiple possible submission dates so that you can schedule them around your workload. The fourth and fifth responses are analytic write-ups of course activities.

Academic Argument Essay Assignments (40%) prepare students to excel at persuasive analytic writing.

Academic Argument Essays (40%)
These two essays (20% + 20%) 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 (HELM)
Barrett’s HELM 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 HELM 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.
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.

**Attendance**
Attendance and preparation are extremely important in a discussion-based, collaborative learning class such as this one. Barrett’s absence policy reflects 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.” However, for Spring 2022 students who feel ill may email me at least an hour before class to request to attend via zoom. If possible, I will enable the classroom for synchronous remote attendance on a case by case basis.

❖ 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 not able to attend class on a given day, contact a few classmates and a TA to find out if you missed any announcements or changes to the class calendar.
❖ ASU policy dictates that students in a 90 minute or less class wait at least 15 minutes for a late instructor before abandoning ship. I’ll be respectful of your time and would only arrive late due to an urgent situation.
❖ 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.
❖ Please follow ASU policies to request an accommodation for religious practices or to accommodate a missed assignment due to university sanctioned activities.

**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/>.

**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 25, 2021.

**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 and critical question posts will not receive credit.

**Electronic Devices in Class**

Students are also welcome to use laptops or tablets for referencing online texts in class and for engaging with students on zoom, 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 silenced and remain out of sight (set smart watches to Do Not Disturb); and
- Keep off email, chats, calls, 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 you have a valid reason for needing an exception to this rule on a particular day, alert me before the class session begins.

**Email**

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

**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. This semester my weekly appointment times are on Mondays and Wednesdays 9:00 -10:00 a.m., and Thursdays 3:30-4:15 p.m., and I will often add more available times, both for in-person and zoom appointments, especially near essay deadlines. To reserve a time, go to http://bitly.ws/9r22. Note that you'll need to reserve the appointment at least an hour in advance.

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 Spring 2022 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 Student Accessibility and Inclusive Learning Services (SAILS) and submit appropriate documentation from the DRC. For more information please visit the SAILS 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 to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html.

Spring 2022 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.
• 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.
• Unless otherwise noted, readings and assignments are due by 11:59 p.m. the night before the class.

F Jan 7 Canvas Opens – Students Can Begin Posting Their Introduction Videos and over the weekend get to know your peers by watching and responding to their videos.

M Jan 10 Introduction to class & begin discussing The Tain, ”Before the Tain” 1-8. Make sure to have read and annotated these first 3 pre-stories before class and bring The Tain to class. Introduction videos due to canvas by 11:59 p.m. tonight.

T Jan 11 Take the Syllabus & Seminar Participation Guidelines Quiz on Canvas by 11:59 p.m. today.

W Jan 12 Táin Bó Cúailgne, ”Before the Táin” (8-39). Discuss Seminar Participation Guidelines (cv). Critical Question Week 1 Post due by 11:59 p.m. tnbc (the night before class)

M Jan 17 MLK, Jr. Day – No Class

W Jan 19 Táin (39-92) and review the first HELPM Human Event Learning Project Module: the Modular Learning Project Overview. Critical Question Week 2 Post due tnbc,

M Jan 24 Táin (92-168) and HELPM Textual Analysis Module. Note: you may want to read ahead to page 205 over the weekend so that you’re prepared to re-read 168-205 for your first textual analysis due Tuesday night, but we are only going to discuss to page 168 in today’s class, In-class quiz on the HELPM Textual Analysis Module

W Jan 26 Táin (168-205). Counter-argument debate. Textual analysis #1 due by 11:59 p.m. the night before class: see the prompt on Canvas for instructions. Critical Question Week 3: no post due this week.

F Jan 28 HELPM: Complete the HELPM Paragraph Structure Module and complete its Topic Sentences Quiz by 11:59 p.m. today.

M Jan 31 Táin (205-253)
Bring to class your completed HELPM Topic Sentences Worksheet and your Confucius Analects book to class for an in-class introductory exercise.

W Feb 2 Confucius, Analects, Chapters 1-5 [~475 bce]
Critical Question Post Week 4 post due

F Feb 4 HELPM: Complete the Introductions module by reviewing its three presentations and taking each of the three associated quizzes on canvas by 11:59 p.m.

M Feb 7 Confucius, Analects, Chapters 6-15 [~475 bce]
Textual Analysis 2A due

W Feb 9 Sun Tzu, The Art of War [~500 bce]
Textual Analysis 2B and Critical Question Post Week 5 post due

F Feb 11 HELPM: Complete the Academic Style module by reviewing the slide presentation and taking the online module quiz by 11:59 p.m. today.

M Feb 14 HELPM Workshop. Textual Evidence for Essay 1 due.
W Feb 16  Counter-argument Essay Workshop
   **Essay Draft Due**: submit a complete draft of your essay by 11:59 p.m. tnbc.
   Critical Question Week 6: No post due this week.

Sat Feb 19  Revised draft due by 11:59 p.m. Sat. Optional peer reviews begin over the weekend.

M Feb 21  Sophocles, *Antigone* [~441 bce]. **Textual Analysis 2C** due

   Critical Question Week 7 Post due

F Feb 25  **Essay I** due to Canvas today by 11:59 p.m.

M Feb 28  Vitruvius, *Book I from The Ten Books on Architecture* [~27bce-14ce] (cv).
   Group architecture project.

W Mar 2  Honors Thesis Defense Activity

March 6-12  *Spring Break!*

M Mar 14  Phoenix Arts Activity

W Mar 16  *Silence: A Thirteenth-Century French Romance* [~1275 ce]
   **Textual Analysis 3A** due
   Critical Question Week 10 Post due

M Mar 21  *Silence: A Thirteenth-Century French Romance*. **Textual Analysis 3B** due
   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 3B day of *Silence*, your analysis must focus on the pages assigned for today rather than the already-discussed reading for Mar 16 (and so on for the 3C option Mar 23).

   Textual Analysis 3C due
   Critical Question Week 11 Post due by 11:59 p.m. tnbc

M Mar 28  *Sunjata* [~1255-1325 ce]

W Mar 30  Machiavelli, *The Prince* [1513] (cv)
   Critical Question Week 12 Post due

M Apr 4  de las Casas, *The Destruction of the Indies* [1542 ce]
   Textual Analysis 3D due

   Critical Question Week 13 Post due

M Apr 11  Erauso, *Lieutenant Nun I* [~1630 ce]

W Apr 13  Erauso, *Lieutenant Nun II*
   Critical Question Week 14 Post due

F Apr 15  Textual Analysis 4 due by 11:59 p.m.

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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>W Apr 20</td>
<td>Class on zoom: Idea generation and counter-argument workshop.</td>
<td>Rough draft due to canvas by 11:59 p.m. tmbc</td>
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<tr>
<td>M Apr 25</td>
<td>Final full class meeting: course evaluations and essay revision workshop.</td>
<td>Textual Analysis 5 due tmbc.</td>
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<td>W Apr 27</td>
<td>Peer Essay Review Conferences. Submit a polished complete revised draft of your essay by 11:59 p.m. tmbc.</td>
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<td>M May 2</td>
<td>Final Essays due today by 11:59 p.m.</td>
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