



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Barrett, The Honors College Department Barrett, The Honors College  
 Subject HON Number 171 Title Human Event Units: 3

Is this a cross-listed course? No  
 If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

Course description:

Landmarks in the social and intellectual development of the human race, with emphasis on critical thinking and argumentative writing. Enrollment restricted to Barrett students.

**Requested designation:** (Choose One)

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:** Historical Awareness (H)

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

Name Sarah Graff Phone 7-5490

Mail code 1612 E-mail: srgraff@asu.edu

**Department Chair/Director approval:** (Required)

Chair/Director name (Typed): Laura Popova Date: 2/10/15



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

*Laura Popova*

**Arizona State University Criteria Checklist for**

**HISTORICAL AWARENESS [H]**

**Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>
<b>X</b>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus: course description, course objective #. See also list of readings - use of primary texts;
<b>X</b>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus: course description. The unifying question in the course: What does it mean to be human? is at its core an exploration of change over time from earliest written texts to the Renaissance. See also course objective #3.
<b>X</b>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Course Syllabus and list of readings.. Human institutions are routinely the subject of historical analysis in HON 171. For example, this course engages with the construction, practice and historical context from which various religious practices emerge. Religious texts such as the Torah, Quran, and New Testament Christian Gospels are examined as primary source historical documents produced by individual/groups wrestling with questions such as what it means to be human. Later texts such as Life and Don Quixote also serve in part as examinations of religious practice and

			the human relationship to the institution as it changes over time.
X	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Please see the course syllabus and its structure of readings through the semester (and the list or required readings). See also course objectives #3 +#4. All texts are primary source artifacts that examine the relationship between socio-cultural, political, and economic ideas in their historical context.
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HON	171	Human Event	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	<p>Texts used are primary sources; additionally, class discussion and written assignments take an historian's approach to understanding human change through time. The course is also historical because it examines cultural differences over geographical space and through time. Therefore, Human Event is an advanced survey of key historical currents.</p>	<p>Because students interact with primary sources across geographic space and time, they develop skills in historical analysis. As the syllabus shows, the reading in the course follows a chronological trajectory that exposes students to change over time in varying temporal and geographic settings. For example, the sample syllabus provided asks students to work on ideas presented in the Torah (Week 4), in Christian works (Week 8), and then the Qur'an (Week 9). This discussion of religious texts takes into account the changed historical contexts from which each emerges. Thus the texts are understood as the product of context. Other weeks examine history with an eye towards philosophy, culture, and literature, such as with Shakespeare's <i>Antony and Cleopatra</i> (Week 14/15).</p>
2	<p>The course takes a systematic approach in dealing with human development and change over time. Students are required to analyze primary source materials from different geographical areas and periods in human history. The readings are organized chronologically to help students develop an awareness of how humans have changed over time.</p>	<p>Because of the variety of texts used, this course shows students the multidimensional aspect of human development. All texts in HON 171 are primary sources and examine change over time from various perspectives, such as Ancient Mesopotamian, Ancient Greek, Roman, Christian, Muslim, Italian, Persian, Iberian, and English. The sample syllabus illustrates the variety of genres explored, such as literature, poems, epic journeys, religious stories, and plays. Juxtaposing these primary sources informs the students' understanding of human development and demonstrates the numerous ways texts can be understood within differing periodizations. In addition, working with primary sources deepens the students' understanding of the past as well as how others have constructed an understanding of the past (as with Shakespeare's <i>Antony and Cleopatra</i>, for instance). Students interact with this material through intense inquiry oriented class discussions and as part of their 15 pages of argumentative writing required over the course of</p>

		the semester. Student writing is evaluated and students are given critical feedback to help them become clearer writers and interpreters of the past.
3	<p>There is a disciplined systematic examination of human institutions as they change over time.</p> <p>The approach that the course takes ensures that students are aware of how humans have changed over time, especially considering how humans have created and adapted institutions such as government, education and the arts.</p>	<p>The Human Event is by design interdisciplinary, and the texts come from a variety of different sources including literature, philosophy, religious texts, and works of art. The chronological organization of the course requires each section to consider works from earliest recorded history until approximately 1600. Each text builds on previous ones, and students focus on integrating their understanding of respective texts to evaluate the transformation of different topics, across time, as well as across different cultures. For instance, currents of intellectualism between Plato and Virgil are explained through a sampling of the respective authors' works. Students must refer to Plato when they consider the influence and scope of Virgil's work, as well as with Shakespeare's <i>Antony and Cleopatra</i>. Students must also consider the influence of a text such as the Inanna on the Torah and again consider the varying contexts in which these texts were produced. (In other sections of the course, for instance, students may revisit Virgil as they read Dante's <i>Inferno</i>, and consider how the prevailing political and religious climate of 14th century Italy defines Dante's treatment of Virgil.) Written work and discussions demand that students consider multiple texts and forge a thesis that defines their relationships to each other often focusing on change over time.</p>
4	<p>The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic contexts. Intensive class discussions about the texts under consideration help develop critical thinking skills and make connections about how humans have developed across history.</p>	<p>As a primary source based course rooted in historical analysis and inquiry, HON 171 examines the relationship between social, political and economic developments from earliest times to the Renaissance. For example, stories and hymns about Inanna are included because they are the product of a highly urbanized, settled Sumarian culture. The nature of the divine in these texts is different than the divine as presented in the Torah. Students are invited to consider the changing historical contexts that produce these texts in their consideration of larger questions about the nature of humanity.</p> <p>In addition, each of the texts included in HON 171 is a primary source artifact. Students examine text as a product of historical context while also considering the way changing periodizations shape our understanding of development and change over time. Given the nature of the primary sources used in this course, the focus on how history has</p>

		<p>progressed can be explained from an array of angles. First, how ideas have changed over time and space is apparent from the readings; for example, Pericles' <u>Funeral Oration</u> deals with the human aspects life and death. This theme is explained again by Virgil (<u>Aeneid</u>) and again by Shakespeare (<u>Antony and Cleopatra</u>). Each of these texts represent different eras and cultural values, therefore, students gain insight into the topic--vis-à-vis place and period--under consideration in addition to insights into how others view respective pasts. For example, students gain an understanding of Shakespeare's England as well as how the English viewed the history of Ancient Rome and its international politics when they read/discuss/write about <u>Antony and Cleopatra</u> .</p>
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class search & course catalog

Term

Search

Subject  Num

Level

Gen Studies

Keywords

Location

Offerings

Session

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HON 171 - The Human Event

Fall 2014

Course description: Landmarks in the social and intellectual development of the human race, with emphasis on critical thinking and argumentative writing. Enrollment restricted to Barrett students.

Enrollment requirements: Pre-requisites: Barrett Honors student; Maximum 75 hours

Units: 3

Repeatable for credit: No

General Studies: (L or HU) & H

Offered by: [The Barrett Honors College](#)

Class meeting details

Class #:	Days:	Start:	End:	Location:	Instructor:	Seats open:
82452	M W	1:30 PM	2:45 PM	<a href="#">Tempe - WILOHAL212</a>	<a href="#">Graff</a>	1 of 21 <span style="color: green;">●</span>

Additional class details

Component: Lecture

Session: Session C

Dates: 8/21/2014 - 12/5/2014

Last day to enroll: August 27, 2014

Drop deadline: August 27, 2014

Course withdrawal deadline: November 05, 2014

Instruction Mode: In-Person

Fees: None

Books: [View books for this class](#)

[Back](#)



**HON 171: The Human Event**

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**Fall 2014**

HON 171 (81215) MW 9:00am-10:15am  
HON 171 (86837) MW 10:30am-11:45am  
HON 171 (86838) 12:00pm-1:15pm

**Name:** Dr. Katherine O'Flaherty

**Office:** UCENT 166A, 411 N. Central Ave., Phoenix

**Phone:** (602) 496-6785

**Email address:** katherine.oflaherty@asu.edu

**Office hours:** 9:00-10:45 Tuesday. Check Bb for cancelations and additional availability.

**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.

This course explores the question, "What does it mean to be human?" To answer this question, we will focus on the principal and controversial questions concerning the nature, purpose, and destiny of humanity as they have been explored and debated from earliest writings to today. Readings in this course are drawn from primary sources and explore a cross-disciplinary and multicultural array of ideas. This course is reading intensive. We will explore human events chronologically, using multiple texts, and paying close attention to the change through time. This course is also writing intensive and necessitates careful attention to developing writing skill in reading responses and formal essays. The overall goal is for students to engage with the texts and reflect on the ways each has shaped culture over the course of history.

This syllabus is subject to change at instructor discretion.

Changes or amendments will be posted to the announcements board on our course Blackboard site.

Check the announcements board [regularly](#).

### Course Objectives:

Our guiding question this semester will be: *What does it mean to be human?* Within this broad framework this course is designed to:

1. improve your ability to reason critically and communicate clearly.
2. cultivate your ability to engage in intellectual discourse through reading, writing, and discussion.
3. broaden your historical and cultural awareness and understanding.
4. deepen your awareness of the diversity of human societies and cultures.
5. provide intellectual breadth and academic discipline in preparation for more advanced study.
6. develop frameworks for self-directed learning and working within a pluralist society

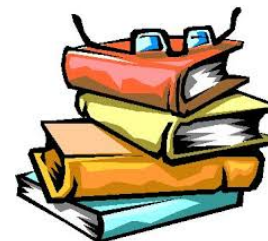
### Course Time Commitment:

According to ABOR (Arizona Board of Regents) policy a three-credit course requires approximately 135 hours of student work. Expect to spend about 10 hours *each* week preparing for and actively participating in this course. During this course you will read a selection of texts and other documents, take quizzes, participate in discussions and write papers. We move through readings and material *very quickly* in this class so you must be prepared to dedicate *significant* time to this course.

### Required Texts:

Diane Wolkstein and Samuel Noah Kramer, *Inanna Queen of Heaven and Earth: Her Stories and Hymns from Sumer*, (New York: Harper & Row, 1983) ISBN: 978-0-06-090854-6

*The Norton Anthology of World Literature*, 3<sup>rd</sup> edition, Package 1: Vol. A, B and C (Beginnings to 1650) ISBN 978-0-393-93365-9



Additional readings and supporting material will be provided on Blackboard.

### Course Requirements:

Attendance, quizzes, discussions, papers, and projects in this course are required. Graded components allow each student to demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of the course materials. All assignments, rubrics, instructions, etc. will be posted to Blackboard and distributed in class. In addition, written work submitted by students will be checked using anti-plagiarism software called SafeAssign.

Course grade is divided as follows:

Writing Assignment 1 (500-600 words)	5%	Quizzes (10 x1%)	10%
Writing Assignment 2 (1200-1300 words)	15%	Discussion/Participation	25%
Writing Assignment 3 (1500-1800 words)	20%	Group Project	10%
Writing Assignment 4 (1200-1300 words)	15%		

**Writing Assignments: 55%**

You are required to write a series of formal essays in this course constituting 55% of your final course grade. For each paper, students are expected to draw from the course materials and demonstrate mastery of content. These essays require you to read and think critically, to synthesize course material, and to craft polished, insightful arguments that are persuasive and clearly organized. Each essay requires you to use evidence from texts to substantiate your claims. Students are responsible to submit high quality work, attending to the conventions of grammar and academic style. Essay prompts, guidelines, and rubrics will be posted to Blackboard two weeks before each assignment is due. We will work on writing and essays in class throughout the semester. In addition, you may come see me during office hours if you have questions or need help. I strongly encourage you to visit the Barrett writing center for assistance (contact information at the end of the syllabus). Please consult the Lesson Plan at the end of this syllabus for Writing Assignment due dates. All essays in this class must be submitted in hard copy *and* electronically. See essay guidelines for further details.

**Quizzes on Assigned Readings: 10% (10 quizzes x 1%)**

Assigned readings are subject to unannounced quizzes at the beginning of each class. There will be eleven quizzes over the course of the semester. Your lowest quiz grade is automatically dropped. Quizzes *cannot* be made up if missed. Students who are late to class will not receive extra time. Any evidence of "helping" another student or being "helped" on a quiz will result in a 0 for the person receiving the information *and* the one providing it. Quizzes will take many forms including multiple-choice, fill in the blank, short answer, and brief essays.

**Discussion/Participation: 25%**

This course is a discussion based seminar. Class preparation is essential and you won't get much out of the experience if you don't do the readings carefully. The quality of discussion depends on your preparation and you have a responsibility to your colleagues to come prepared and contribute substantive comments and questions to our discussion.



Attendance is **required** in HON 171. I keep track of your attendance and contributions every day and will be looking for how well prepared you are and how you respond to your colleagues. Your class participation will be evaluated not on the "correctness" of your interpretation but on whether or not your comments reflect a detailed study of the work and a serious effort to evaluate it and the issues it raises.

As part of your discussion grade, you are required **for each class period** to provide a written assignment consisting of at least 2 quotations from the text(s) we are discussing that day and a question, comment, or observation about each of those passages. I will randomly call on students to share their quotations etc. and/or ask that they be handed in.



If you don't contribute in class I have no way to know you did the work. You should aim for a balance between active conversation and active listening in this class. I will post discussion grades to Bb at various points during the semester so you can keep track of your progress.

See the Participation guidelines document and rubric in the Course Document folder on Bb for detailed information about participation.

### **Group Project: 10%**

Working with colleagues is an important part of your learning and allows you the opportunity to collaborate. This semester you will work in a small group (4-5 students) and create an HON 171 promotional piece. Further details and guidelines will be provided later in the semester.



### **Extra Credit:**

There is **no** extra credit available in this course

### **Late or Missed Assignments:**

Published assignment due dates (Arizona Mountain Standard time) are **firm**. Please follow the appropriate University policies to request [accommodation for religious practices](#) or to accommodate a missed assignment [due to university sanctioned activities](#).

At some point this semester Bb will crash, your word processing program will suffer an error and you will lose your nearly completed essay, your computer will spontaneously combust or some other technological disaster will befall you. You **must** save your work and you **must** have access to an alternate computer in the event your primary machine stops working. Technological difficulties **of any kind** are **not** an acceptable excuse for late or missed work in this course.

**Course Grading Scale (%):**

98.0-100	A+	80.0 - 82.9	B-
94.0 – 97.9	A	77.0 - 79.9	C+
90.0 - 93.9	A-	70.0 - 76.9	C
87.0 - 89.9	B+	60.0 - 69.9	D
83.0 - 86.9	B	0 -59.9	E

**Technical Requirements:**

You need reliable internet access to complete this class. In addition to in-class activities you will be accessing discussions, documents, audio and video files in various formats so a fast connection is essential. All documents/readings on Blackboard will be available in pdf format so you will need Adobe Acrobat Reader. You can download Adobe Acrobat Reader free at: <http://get.adobe.com/reader/?promoid=BUIGO>

**Blackboard:**

This course makes extensive use of Blackboard—an online portal that provides access to some course materials, assignments, discussions, and announcements. Blackboard is only accessible to registered students, the instructor, and the administrators. The Blackboard announcements board is our *official* means of communication in this course. All updates and notices in this course will be posted to Bb so get into the habit of checking it on a daily basis.

If you are new to Bb or have any technical questions contact the ASU Help Center 24 hours a day, 7 days a week at: 1-855-ASU-5080 (1-855-278-5080).



You can also live chat with the Help Center at:

<http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam;jsessionid=C7F45EEBCEBE5DBCE8D0939BA4DD8CB2.node1?cid=26575#>

A detailed set of tutorials and information is available at:

[http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature\\_id=8373-8193-6119&source=Selfhelp&cid=26575](http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature_id=8373-8193-6119&source=Selfhelp&cid=26575)

**Please note**, I do not have access to your login information nor can I walk you through Blackboard access issues. You will need to contact the ASU Help Center for *all* IT questions.



**Email:**

I will be emailing you at your ASU email account and you should email me at mine. If this is not your preferred account please forward your ASU email to the account you prefer. It is ***your responsibility*** to ensure that your ASU email account is operational. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email daily.

I check email regularly Monday-Friday 9:00am-5:00pm and will respond to you as quickly as possible. Please allow twenty-four hours response time on weekdays. If you don't hear back from me within twenty-four hours assume that I did not get your message and resend it. I ***don't*** answer email over the weekend.

**Student Conduct and Academic Integrity:**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[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](#).

Appropriate behavior is defined by the instructor. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

**Accessibility Statement:**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

This syllabus is subject to change at instructor discretion.

Changes or amendments will be posted to the announcements board on our course Blackboard site.

Check the announcements board [regularly](#).

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Prior to receiving disability accommodations in this clas, verification of eligibility from the Disability Resource Center (DRC) 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. To speak with a specific office, please use the following information:

<b>Tempe Campus</b> 480-965-1234 (Voice)	<b>Polytechnic Campus</b> 480-727-1165 (Voice)
<b>West Campus</b> University Center Building (UCB), Room 130 602-543-8145 (Voice)	<b>Downtown Phoenix Campus and ASU Online</b> University Center Building, Suite 160 602-496-4321 (Voice)

### **Additional Information:**

#### ***Attendance:***

Daily attendance in this course is required. Per ASU and Barrett policies students may miss no more than two classes without grade penalty. Additional absences will negatively affect your grade. After two absences, students will lose 5 points from their participation grade **per absence**. After 6 absences your participation grade in this course will be 0. Coming late to class and/or leaving early counts as an absence.

#### ***Technology in the Classroom:***

I make use of technology in the classroom. You are welcome to do the same. You may bring your laptop, tablet, phone to class for class related activities. You may **not** check email, Facebook, etc. I reserve the right to change this policy as I see fit and without prior warning.

#### ***Barrett Writing Center:***

The Barrett Writing Center is available to assist students. The center is directed by BHC faculty and staffed by Barrett students who have completed both sections of The Human Event. They are available for individual tutoring to help you improve your writing and critical thinking skills.



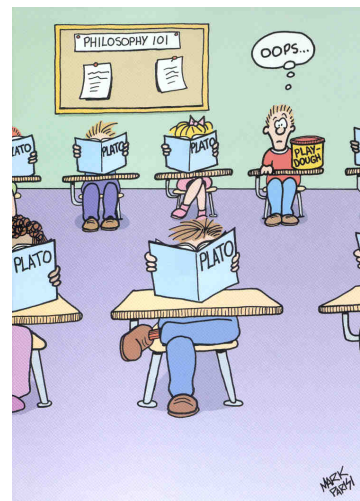
Take advantage of this service. You can find out more about the Barrett Writing Center and make an appointment for help at: <http://barretthonors.asu.edu/academics/barrett-writing-center/>

***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.

***Classroom Environment:***

This course continues your engagement with a community of people with whom you will share your academic exploration. You have chosen to take a more rigorous path and more will be demanded of you. As we will quickly see in our discussions, civilizations depend upon significant contributions from every single member. The smaller the community, the more crucial each individual's contribution. In this small community it is imperative that each of us understand the responsibility we have to one another to spend serious time with each text. Arrive at our meetings every time completely prepared to discuss and break down the material assigned for that meeting. In a class this size and this style, it will be painfully apparent to everyone in the room if any one of us is unprepared. But you need not be motivated by fear of censure. Instead, be motivated by your interest in an examined life, and by your commitments to your classmates and colleagues.



Remember, this class is a safe haven for expressing reasoned views. Using racial, gender, sexual orientation, political or religious slurs, however veiled, have no place in formal intellectual discussion.

This is also an adult environment in which we discuss adult themes. You *will* encounter adult material throughout this course. You are an adult and so are all your classmates. Approach all material, discussion, writing and interaction in a professional manner.

**Lesson Plan:**

Date	Required Reading	Notes and Due Dates
<b>Week 1</b>	--	
<b>Week 2</b>		
M 8/25	Welcome!	
W 8/27	<i>Inanna: Queen of Heaven and Earth</i>	p. 115-126; 4-27
<b>Week 3</b>		
M 9/1	--	No Class <i>Labor Day</i>
W 9/3	<i>Inanna: Queen of Heaven and Earth</i>	p. 30-49; 127-135
<b>Week 4</b>		
M 9/8	<i>Inanna: Queen of Heaven and Earth</i>	p. 52-110
W 9/10	The Torah: Genesis and Exodus	Reading on Bb
		<p style="color: red;">Writing Assignment 1 Due Hard Copy due beginning of class Electronic Copy due @ 5pm</p>
<b>Week 5</b>		
M 9/15	Pericles, <i>Funeral Oration</i>	Reading on Bb
W 9/17	--	Writing Workshop
<b>Week 6</b>		
M 9/22	Plato, <i>Symposium</i>	p. 868-907
W 9/24	Sappho, <i>Poems and Fragments</i>	p. 637-643; Readings on Bb
<b>Week 7</b>		
M 9/29	Virgil, <i>Aeneid</i>	p. 964-1007
W 10/1	--	Writing Workshop

This syllabus is subject to change at instructor discretion.

Changes or amendments will be posted to the announcements board on our course Blackboard site.

Check the announcements board regularly.

<b>Week 8</b>		
M 10/6	Virgil, <i>Aeneid</i>	p. 1008-1027
W 10/8	Luke 2 Matthew 5-7 Luke 15 Matthew 13 Matthew 27-28 John 1	p. 21-22 p. 23-26 p. 26-27 p. 27-29 p. 29-32 p. 32-33
		<b>Writing Assignment 2 Due</b> Hard Copy due beginning of class Electronic Copy due @ 5pm

<b>Week 9</b>		
M 10/13	--	No Class, Fall Break
W 10/15	Qur'an	p. 74-82, 88-93, 93-96

<b>Week 10</b>		
M 10/20	Farid Ud-Din Attar, <i>Conference of the Birds</i>	p. 373-387
W 10/22	Christine De Pizan, <i>Book of the City of Ladies</i>	p. 783-807

<b>Week 11</b>		
M 10/27	Ludovico Ariosto, <i>Orlando Furioso</i>	p. 193-204
W 10/29	--	Writing Workshop

<b>Week 12</b>		
M 11/3	Lazarillo De Tormes, <i>Life</i>	p. 304-341
		<b>Writing Assignment 3 Due</b> Hard Copy due beginning of class Electronic Copy due @ 5pm
W 11/5	--	No Class <i>NCHC Conference</i>

<b>Week 13</b>		
M 11/10	Cervantes, <i>Don Quixote</i>	p. 386-411
W 11/12	Cervantes, <i>Don Quixote</i>	p. 430-446

<b>Week 14</b>		
M 11/17	Cervantes, <i>Don Quixote</i>	p. 446-464
W 11/19	Shakespeare, <i>Antony and Cleopatra</i>	Act I, Act II Reading on Bb

<b>Week 15</b>		
M 11/24	Shakespeare, <i>Antony and Cleopatra</i>	Act III, Act IV Reading on Bb
W 11/26	TBD	TBD

<b>Week 16</b>		
M 12/1	Shakespeare, <i>Antony and Cleopatra</i>	Act V, Reading on Bb Mini Writing Workshop
W 12/3	--	Course Wrap-up/Group Project Presentations  <b>Writing Assignment 4 Due</b> Hard Copy due beginning of class Electronic Copy due @ 5pm

## 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.

### **1. 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.

### **2. The body of a Human Event paper defends the thesis via a progression of arguments.**

- The opening of the paper provides an overall map of its direction.
- The body of the paper mirrors the introductory map, and each paragraph builds the case in logical progression.
- The paper makes an evidence-based case in support of the thesis. Accordingly, the paper also anticipates and addresses potential objections.

### **3. Evidence from and analysis of the primary text(s) form the backbone of the paper's defense of a thesis.**

- Textual evidence constitutes the foundation of the paper's argument. The paper cites the sources of evidence.
- No outside sources are permitted.
- Analysis offers plausible explications of the texts that show how the meaning of the cited evidence helps develop the argument.

### **4. Human Event papers adhere to fundamental style elements.**

- The paper uses proper grammar and word choice including gender neutral and inclusive language.
- The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.

(Updated by the faculty on 8/17/13)

## **HON 171: The Human Event**

Barrett, The Honors College

### List of Required Readings

Diane Wolkstein and Samuel Noah Kramer, *Inanna Queen of Heaven and Earth: Her Stories and Hymns from Sumer*

The Torah: Genesis and Exodus

Pericles, *Funeral Oration*

Shakespeare, *Antony and Cleopatra*

*The Norton Anthology of World Literature*, 3<sup>rd</sup> edition, Package 1: Vol. A, B and C (Beginnings to 1650). The following texts come from this anthology:

Plato, *Symposium*

Sappho, *Poems and Fragments*

Virgil, *Aeneid*

New Testament: Luke 2; Matthew 5-7; Luke 15; Matthew 13; Matthew 27-28;

John 1

Qur'an

Farid Ud-Din Attar, *Conference of the Birds*

Christine De Pizan, *Book of the City of Ladies*

Ludovico Ariosto, *Orlando Furioso*

Lazarillo De Tormes, *Life*

Cervantes, *Don Quixote*