

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School Barrett, the Honors College Department/School Barrett
 Prefix: Hon Number: 370 Title: History of Ideas Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s):
 (Choose one)

Is this a shared course? No If so, list all academic units offering this course:
 (Choose one)

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? yes(Choose one)

If yes, each topic requires an individual submission, separate from other topics.

Requested designation: (Choose One) HU Mandatory Review: yes(Choose one)

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

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. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

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 (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books : appears on pp 3-7 in syllabus

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Karen Bruhn E-mail kbruhn@asu.edu Phone 7-6721

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mary Ingram-Waters Date: 01/08/20

Chair/Director (Signature): Mary J. Waters

Course Catalog description

HON 370 - History of Ideas

Course Description

Advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing.

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus and BHC Syllabus Information (faculty-approved document)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus and BHC Syllabus Information (faculty-approved document)
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus and BHC Syllabus Information (faculty-approved document)
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	

ASU - [HU] CRITERIA

- Courses devoted primarily to teaching skills.

Course Prefix	Number	Title	General Studies Designation
HON	370	History of Ideas	HU

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	Honors 370 History of Ideas is an advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing. Enrollment is restricted to upper-division students transferring into Barrett, the Honors College.	Syllabus p. 1 and BhC Syllabus Information pp.7-8
2	Honors 370 History of Ideas is an advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing. Enrollment is restricted to upper-division students transferring into Barrett, the Honors College.	Syllabus p. 1 and BHC Syllabus Information pp.7-8
4a	Honors 370 History of Ideas is an advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing. Enrollment is restricted to upper-division students transferring into Barrett, the Honors College.	Syllabus p. 1 and BHC Syllabus Information pp.7-8

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HON 370: History of Ideas (2019 Fall)

HON 370 History of Ideas

Fall 2019

Dr. Mary Ingram-Waters

mary.ingram-waters@asu.edu

Sage Hall North 110D

Office phone 480 727 7893

Office hours Tempe: Tuesdays, 9:00-10:00 Sage N 110D; Poly: Thursdays, 10:00-10:30; 11:45-12:15 in the Conference Room, and by appointment.

Barrett's Statement of Diversity: 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.

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.

Teaching Assistants:

Morgan Fox, msfox4@asu.edu

Kelli Brown, kabrow39@asu.edu

Feba Cherian, facheria@asu.edu

As Teaching Assistants, Morgan Fox, Kelli Brown, and Feba Cherian, are available to you for questions about readings, papers, and the class, generally. Prior to each paper's due date, your TAs will hold study table hours. Dates and hours will be posted on Canvas and announced in class. Email TAs individually to schedule in-person or remote meetings.

Course Description

Honors 370 *History of Ideas* is an advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing. Enrollment is restricted to upper-division students transferring into Barrett, the Honors College.

Attendance:

Commented [M11]: HU: C1, C2, C3, C4

Attendance is expected and required. Students may miss no more than two classes without a grade penalty. After two absences, students will lose 3% of their final grade per absence. Students who miss six or more classes cannot pass the course. Students participating in religious or university-sanctioned events may work with me to make up course work. ASU's policies regarding accommodation for religious practices are available here: <http://www.asu.edu/aad/manuals/acd/acd304-04.html> ASU's policies regarding accommodation for university-sanctioned activities are available here: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Essays

Students will have three argumentative essays assigned throughout the semester. Essays are worth 10%, 25%, and 25%. Essays should be typed in 12-font, double-spaced, and have 1-inch margins and page numbers. Essay prompts, writing guidelines, and a grading rubric, will be circulated two weeks prior to each essay's due date. Students must submit their essays via Canvas. Late essays will not be accepted without an extension. Extensions will be granted on a case-by-case basis.

Participation

Participation is a fundamental part of this course. It is worth 30% of your final grade. Students' participation grade is based on the following components:

Class preparedness. Do your reading. Take notes. Bring your readings and notes to every class.

Small group/large group discussions. Actively participate in both small group and large group discussions.

In-class assignments. TBA. There will be no make ups for in-class assignments.

Classroom Policies:

Cell phones: please turn off your cell phones in class.

Texting: please do not text in class.

Computers: Computers, tablets, and internet-enabled devices are welcome in the classroom. Let them be a tool, not a distraction.

Plagiarism: 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>. ASU's academic integrity policy can be found at: <https://provost.asu.edu/index.php?q=academicintegrity>

Student Conduct:

ASU's Policy on handling threatening or violent individuals on campus: <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per "Instructor Withdrawal of a Student for Disruptive Classroom Behavior" <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>

Appropriate behavior is defined by the instructor and includes keeping course discussion focused on the assigned topics. 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 <https://eoss.asu.edu/dos/srr/codeofconduct>.

Students with Disabilities: In accordance with the Americans with Disabilities Act (Public Law 101-336), reasonable accommodation must be provided for students with physical, sensory, cognitive, systemic, learning and psychiatric disabilities. A student is not required to disclose to me their 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/>

Grading

Essays: 60%

Participation: 30%

Other assignments: 10%

Total: 100%

A+	99-100	A	95-98	A-	90-94
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D	65-70	D-	60-64		
F	below 60				

Required Texts

Some texts may be available online. Be sure to pick up the recommended translation.

Epic of Gilgamesh, Translation: Danny Jackson, IBSN 0865163529

Douglass, Frederick, *Narrative of the Life of Frederick Douglass, an American Slave*. ISBN 978-1580495769

Eastman, Charles/Ohiyesa, *The Soul of the Indian*. ISBN 978-0-486-43089-8

Freud, Sigmund. *Civilization and its Discontents*. ISBN 978-0393301588

Lopez, Josefina. *Real women have curves*. ISBN 978-0871297259

Other texts are available online. See schedule for appropriate links.

Tips

- Allocate 3-4 hours of study time for each class meeting.
- Visit me in my office hours!
- Always use an editor for all of your written work.
- Use the TAs. They are all former students of mine – the best of the best.
- Use the Barrett Writing Center! You can meet with tutors on an appointment or drop-in basis. Be forewarned: it is almost impossible to get a drop-in tutoring session the week before a paper is due. Make an appointment.
- Use online resources beyond Wikipedia and Sparknotes. My two favorites: Squashed Philosophers and the Stanford Encyclopedia of Philosophy.

Final Notes

This course contains texts that some students may find objectionable. Should you wish to discuss these texts, please don't hesitate to meet with me or the Deans of Barrett, the Honors College.

This syllabus is a malleable document. As such, it is subject to change, with notice. I *highly recommend* that you check Canvas for announcements prior to every class meeting. In the event of a class cancellation, a reading reduction, or a changed deadline, I will post an announcement on Canvas.

Schedule

*CV denotes that a text is housed on Canvas

08/22 Introductions and Syllabus, [Module 1](#)

[In class: 1 hymn, Enheduanna \(23rd century BCE\)](#)

[Read *The Exaltation of Inana*. CV](#)

[Image.](#)

08/27 *Epic of Gilgamesh* (2750-2500 BCE)

Read the *Epic of Gilgamesh*, Tablets I-V

08/29 *Epic of Gilgamesh*, Tablets V-XII

09/03 [Plato, "The Cave" \(4th century BCE\) CV](#) 

09/05 [Sappho \(5-6th century BCE\)](#)

[Selected poems, CV](#)

09/10 [Bhagavad-Gita \(4-7th century BCE\)](#)

[Read Teachings TBA, CV](#)

09/12 [Confucius, *The Analects* \(479-221 BCE\)](#)

[Read Books 1-12, CV](#)

09/17 [Try this module to access content](#)

[The Koran. \(610-632 CE\)](#)

[Read "The Table" CV](#)

Read [Rumi's poetry: "One Song" and "A Cross-Eyed Student" CV](#)

09/19 [St. Augustine, *On Free Choice of the Will* \(354-430 CE\)](#)

[Skip Introduction and read Books 1-2, CV](#)

[try module for Augustine](#)

09/24 [de Pizan, Christine. *The Book of the City of Ladies* \(1405\)](#)

[Readings TBA, CV](#)

09/26 Writing Workshop:

Helpful materials: [how to start](#); [concluding paragraphs](#); [argument maps](#)

Sunday, September 29, at 11:59pm (midnight): Essay #1 due via Canvas.

10/01 [Hobbes, Thomas, *Leviathan* \(1651\)](#)

[Read Chs. 13-15 \(pp. 92-120\) CV](#)

10/03 [Locke, John, *Two Treatises of Government* \(1689\)](#)

[Read *Second Treatise*, CV](#)


10/08 [Rousseau, Jacques, *The Social Contract* \(1762\)](#)

[Read *Book I*, CV](#)

10/10 [Online class module \(no in-person class meeting\): Texts and Images from slavery, CV](#)

10/15 Fall Break. No class.

10/17 [Martineau, Harriet, *Essays* \(1837\)](#) 

[Read: *On Marriage, Household Education, Experience and Progress, Women*, CV](#) 

10/22 [Sojourner Truth, *Ain't I a Woman?* \(1851\)](#) 

[Read *Ain't I a Woman?* CV](#) 


10/24 Douglass, Frederick, *The Narrative of the Life of Frederick Douglass, an American Slave* (1845)

Read *The Narrative of the Life of Frederick Douglass, an American Slave*

10/29 [Marx, Karl](#) 

[Read *Theses on Feuerbach* \(written 1845/published 1888\)](#)

[Read *Wage labor and Capital*, CV \(just the first essay in the scan!\)](#) 

10/31 [Gilman, Charlotte Perkins, *The Yellow Wallpaper* \(1892\)](#) 

[Read *The Yellow Wallpaper*, CV](#) 

Listen to the approx. 25 minute audio file:

[SUSPENSE -- "THE YELLOW WALLPAPER" \(7-29-48\)](#)

(note: the 1948 radio version begins with a commercial!)

Read Gilman, "Why I wrote The Yellow Wallpaper" CV

Sunday, November 3, 11:59 PM (midnight): Essay #2 is due via Canvas.

11/05 Eastman, Charles, aka Ohiyesa. *The Soul of the Indian* (1911)

Read *The Soul of the Indian*.

11/07 Special Guest in class: [Louise Frechette](#). 

Reading/prep TBA.

11/12 The Harlem Renaissance (1920s)

Read selected poems of Langston Hughes. CV

11/14 Zora Neal Hurston, *Sweat* (1926)

Read *Sweat*, CV

11/19 Freud, Sigmund, *Civilization and its Discontents* (1930)

Read: Chapters 3, 4, 5, 7, and 8.

11/21 Foucault, Michel, *Discipline and Punish: The Birth of the Prison* (1975)

Read *Panopticism*. CV

11/26 Hill Collins, Patricia, *The Social Construction of Black Feminist Thought* (1989)

Read *The Social Construction of Black Feminist Thought*, CV

11/28 Thanksgiving Holidays. No class.

12/03 Lopez, Josefina, *Real Women Have Curves* (1996)

Read *Real Women Have Curves*

12/05 Film: *Sidewalk* (2010)

Film begins here: [Sidewalk 1/8](#)

Second part is here: [Sidewalk 2/8](#)

Ends here at about minute 13: [Sidewalk 3/8](#)

Wednesday, December 11, 11:59 AM (Noon!): Essay #3 is due via Canvas.

Barrett Honors College Syllabus Information

Compiled by the Barrett Curriculum Committee for Honors Faculty Fellows

When reviewing course syllabi, the Curriculum Committee (CC) is responsible for helping the faculty, especially new faculty, with different components of their syllabus. This includes some basic editing, such as pointing out typos or checking for clarity, making sure that each syllabus has all the essential components required by the ACD (Academic Affairs) Manual, and making sure that all Barrett standards agreed upon by the faculty are included. The following list is a helpful reference that any member of the CC may use to review a syllabus, and any faculty member—also designated as Honors Faculty Fellows (HFFs)—may use to construct or edit their syllabus. Examples from faculty syllabi are included and are listed as “examples” or “possible language.” These examples are intended to be helpful and not to mandate the language faculty use in their syllabi except where noted.

Part I. ACD MANUAL (all ASU Syllabi)

According to the ACD Manual (<http://www.asu.edu/aad/manuals/acd/acd304-10.html>), a syllabus must include the following:

The distribution of a course information sheet or syllabus is required for all university undergraduate courses and strongly recommended for graduate courses. The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. It must be made available (hard copy or online) during the first week of classes, and a hard copy available to students must be kept in the academic unit office for a period of not less than one year from the date the course was offered. The following information, at minimum, should be included in the syllabus:

1. instructor’s name, office/room number, telephone number, and e-mail address
2. office hours and a statement indicating how to contact the faculty member for an appointment outside office hours
3. overall course objectives and expected learning outcomes
4. grade policies
5. absence policies and the conditions under which assigned work and/or tests can be made up, which should include:
 - a. the instructor’s general policy
 - b. excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), “Accommodation for Religious Practices”
 - c. excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), “Missed Classes Due to University-Sanctioned Activities”
6. lists of any required readings, assignments, examinations, special materials and extracurricular activities
7. policy regarding expected classroom behavior (e.g., use of pagers, cell phones, recording devices)
8. policy requiring academic integrity and against plagiarism (see [Student Academic Integrity Policy](#))
9. policy against threatening behavior, per the *Student Services Manual*, [SSM 104-02](#), “Handling Disruptive, Threatening, or Violent Individuals on Campus”

10. notification, if appropriate, warning students that some course content may be deemed offensive by some students and how to bring this to the attention of the instructor or, alternatively, to the unit chair or director

and

11. a reminder to students when requesting accommodation for a disability that they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.
12. policy on sexual discrimination as described in [ACD 401](#), "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination.
13. a warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

The instructor may want to state that the course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information).

The instructor may want to place on each page (or online equivalent) of all instructional materials provided or made available to students the following statement: "THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED."

An optional statement may be included in the syllabus indicating that the information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.

How Long Students Should Wait for an Absent Instructor: In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

Samples/Ideas Based on the ACD requirements above:

(1) Office Hours

There is no official ASU policy on office hours. However, Barrett faculty have agreed that all Honors Faculty Fellows will hold at least 2 posted office hours per week and be available for additional appointments. In addition, many faculty members hold additional office hours when papers are due. It is highly desirable that those office hours happen during regular business hours (M–F 8AM–5PM).

(2) Grade Policies

ASU grades and grading policies: <https://students.asu.edu/grades>

- How many points assigned to each activity including relative percentage in relation to final grade
- Components /assignments
- Weightings
- Evaluation criteria

Here are a few examples from syllabi:

Example 1

Grade Assessment Breakdown:

- Participation: 30%
- Reading Responses: 10%
- 1st paper: 15%
- 2nd paper: 20%
- 3rd paper: 25%

Grading Scale

A+	98-100	C+	77-79
A	94-97	C	70-76
A-	90-93	D	60-69
B+	87-89	E	59 and lower
B	83-86		
B-	80-82		

Example 2

Grading Key

The grading will be on a traditional scale of 100-98=A+, 97-93=A, 92-90=A-, 89-88=B+, 87-83=B, 82-80=B-, 79-78=C+, 77-70=C, 69-60=D, 59 and below=E (F).

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

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

C-level 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 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 will fail to meet the requirements of an assignment and have little merit as a demonstration of knowledge or ability.

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

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

N.B.: at ASU there is no “F” and there is no “C-“

(3) Absences

For Human Event (HE) and History of Ideas (HOI) classes, 2 class absences are allowed without penalty. It is up to the instructor to decide what the penalty will be if more than two classes are missed. In most HON courses, instructors indicate that more than three absences will detract from their participation grade. Some instructors have a maximum number of classes that could be missed before the student’s academic advisor will be contacted and further action will be taken, such as withdrawing the student from the course or giving an “E” grade. All HON classes are seminars that take place in a classroom and the faculty agree that a student cannot make up the class discussion work missed by being absent repeatedly.

ASU’s policies regarding accommodation for religious practices are available here: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ASU’s policies regarding accommodation for university-sanctioned activities are available here: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Possible Language: Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to university sanctioned activities.

Examples of Absence Policies from Syllabi:

Example 1

Multiple absences will not allow students to participate in class and will jeopardize their grade. Please follow the appropriate University policies to request an accommodation for [religious practices](#) or to accommodate a missed assignment due to [university sanctioned activities](#). Students who are late to class or who leave class early three times will be marked absent. Students who sleep during class will also be marked absent. Only one week’s worth of classes can be missed without any grade penalty (two classes). After two absences, students will lose 5 percentage points from their overall class participation grade per absence. At four absences the student’s academic advisor will be contacted to decide on further action. Students who miss six or more classes cannot pass the course.

Example 2

Attendance: You get two absences, no questions asked. Subsequent absences each result in a 3 percentage point reduction from your final participation grade. Being

tardy (not present at beginning of class, but no more than five minutes late) is treated as one-half of an absence. If you are more than five minutes late, it is considered an absence.

(4) Classroom Behavior

Possible language: To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during class. Students are asked to refrain from disruptive conversations with people sitting around them during discussion. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave the classroom and may be reported to the Dean of Students.

Possible language for those who do not wish to permit laptops in the classroom: The use of personal electronics such as laptops, iPads, phones, and other electronic devices is distracting to the other students and the instructor during discussion. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

(5) Academic Integrity

Possible Language: 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 ASU's academic integrity policy at:

<https://provost.asu.edu/academic-integrity>

An old example from The College includes the following language:

"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 <https://provost.asu.edu/academicintegrity>."

(6) ASU's Policy on handling threatening or violent individuals on campus

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Possible Language:

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per "Instructor Withdrawal of a Student for Disruptive Classroom Behavior" <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>

Appropriate behavior is defined by the instructor and includes keeping course discussion

focused on the assigned topics. 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 <https://eoss.asu.edu/dos/srr/codeofconduct>.

(7) Notification of Objectionable Materials

Possible Language: Although some students may deem course content offensive, such materials are deemed 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.

(8) Students with Disabilities

Possible Language: In accordance with the Americans with Disabilities Act (Public Law 101-336), reasonable accommodation must be provided for students with physical, sensory, cognitive, systemic, learning and psychiatric disabilities. A student is not required to identify her- or himself 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/>

Possible Language II:

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.

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, 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.

(* Subject to Change Statement

Possible language: Information contained in the course syllabus, other than ASU and Barrett policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Part II. Human Event/HOI Syllabus Requirements (Barrett Only)

A. Human Event Course Description and Course Objectives

According to the Honors Faculty Fellows (written collectively and voted on), each HE syllabus must contain the following standard course description and course objectives in the following language:

Course Description – HON 171

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 Description – HON 272

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 approximately 1600 to the present, HON 272 is the second half of a two-semester sequence that starts with HON 171.

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.

B. History of Ideas Course Description

Course Objectives for HE are also standard for HOI. The course description for HOI changes slightly depending upon the theme chosen by the instructor. However, certain standards were voted on by the faculty for HOI (4/3/13):

HON370: History of Ideas

Course Description and General Requirements

Description for the course catalog/schedule of classes:

"An advanced and intensive survey of key social and intellectual currents in the development of humanity as reflected in both philosophical and creative works with an emphasis on critical thinking and discussion, as well as argumentative writing. Enrollment is restricted to upper-division students transferring into Barrett, the Honors College."

The History of Ideas is designed to take the place of two semesters of The Human Event for upper-division transfer students. Accordingly, History of Ideas syllabi should meet the following criteria:

Commented [M1]: HU: C1, C2, C3, C4

A. Historical breadth. The course should not focus on a single time period (e.g., the Renaissance), but rather function as a survey of ideas across time and include some ancient texts (e.g., from Ancient Greece to the Enlightenment, or from the Classical Antiquity through Modernity).

B. Human cultural diversity. The course should not be limited to a single cultural perspective or geographic region (e.g., Western Europe). Every effort should be made to incorporate cross-cultural perspectives, non-Western texts and texts composed by women and racial/ethnic minorities.

C. Primary sources. Course texts should be primary sources, inasmuch as a textbook (e.g., *Philosophy: An Introduction*), for example, is not an appropriate text for History of Ideas. “Primary source” here is not limited to the written word, but may include images, music, performance art, film, etc.

D. Seminar/discussion format. The course should be run as a discussion-focused seminar, like *The Human Event*, wherein class participation constitutes a substantial portion of the final grade and students are responsible for working through material in class by way of group discussion.

E. Course theme. Faculty teaching History of Ideas may choose to organize the course around a particular topic or theme (e.g., society, identity, politics, love, punishment) and explore how it has been approached through time and space using philosophical (e.g., theoretical works, religious texts) and creative works (e.g. art, music, and literature). Though this may serve as an organizing component of the course and help to craft a historical narrative/trajectory for the syllabus, the theme should not be so restrictive as to limit the variety of texts or the historical range of the course. For example, a course surveying various constructions of “the state” from Plato’s *Republic* through Atwood’s *The Handmaid’s Tale* would be appropriate, whereas a course on “the social contract” that restricts texts to the European Enlightenment would not.

F. Written assignments. Like *The Human Event*, History of Ideas should prepare students for advanced critical thinking, as well as verbal and written expression. Accordingly, students should compose no fewer than 4,125 words (typically 4,125 to 5,500 words) of critical/analytical writing based on primary sources assigned during the semester, typically but not necessarily in the form of three essays. Students must receive written feedback from the instructor on their writing.

*To be shown to students or provided in syllabus.

Writing Standards for Human Event/HOI Papers

The Writing Standards, created by the faculty of Barrett, should be included in all HE/HOI syllabi. **Writing assignments are argumentative essays; faculty must assign 4,125–5,500 words of original argumentative writing essays during the semester.** Although there are a variety of ways to accomplish this, we ask you to follow our standard practice of assigning three argumentative essays over the course of the semester. Two essay assignments with substantial feedback are mandatory.

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 1,500–1,750 words, 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.

D. Information on the Barrett Writing Center

This information is important to include in HE/HOI syllabi especially, but could be included in other HON syllabi.

Possible Language:

Writing Center. The Barrett Writing Center is available to assist Barrett students with their papers for all their classes. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both semesters of The Human Event, the Barrett Writing Center offers individual tutoring on writing papers for the Human Event and your other courses. Its goal is to help you improve your lifelong writing and critical thinking skills, so please take advantage of its services. Go to the BWC web site at <http://honors.asu.edu/> and click on “Current Students.” Under Barrett Writing Center, you then can access tutoring schedules, appointment information, and academic background on the staff.

E. Turnitin

All papers, especially Human Event and History of Ideas papers, must be submitted through Turnitin on Canvas. Turnitin is an anti-plagiarism software and it maintains a database of all papers turned in from ASU and any other participating institution worldwide.

Part III. General HON Syllabus Requirements (all Barrett courses)

The following must be included in all syllabi taught by Honors Faculty in Barrett

A. Multicultural Statement

According to the Honors Faculty Fellows, each Honors syllabus should contain the Multicultural Statement in the following language:

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.

B. 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.

C. Participation

HON courses are normally seminars. Participation should account for between 20-50% of the class grade.

D. Evaluation Criteria

Information on the evaluation criteria for all required work must be included in the syllabus. *Clearly explain **how** the student's work will be assessed.*

E. Turnitin

All papers, especially Human Event and History of Ideas papers, must be submitted through Turnitin on Canvas. Turnitin is an anti-plagiarism software and it maintains a database of all papers turned in from ASU and any other participating institution worldwide.

Part IV. Other Items that **May Be Included with Possible Language**

The following items are not required, however, many faculty have found that having certain policies and guidelines in their syllabi prevent misunderstandings and offer guidance.

Late Work Policy

As a rule, work will not be accepted late except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

Email Policy

The instructor will respond to emails regarding academic matters within 24 business hours (Monday–Friday).

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.

Food and Drink

ASU’s Technology Office requests that you not allow food or drink in the classroom in order to keep the room presentable and equipment functioning for all users. See:

<https://uto.asu.edu/services/campus-it-sites/FAQ>

Use of Recording Devices

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

Classroom Environment

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 are an adult and so are all your classmates. Be respectful of others in the classroom.

Title IX

Suggested from Provost’s office:

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/>

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.

Perhaps if you wanted to add this to the Title IX information at your own discretion.

If you have experienced sexual assault please see these resources for help:

<https://sexualviolenceprevention.asu.edu/>

<https://eoss.asu.edu/wellness/SVHelp>

**This document was updated in July 2019