



## Course Syllabus

**HUMN 3301 (33813)**

**Summer I 2020**

### **Section I: Class Philosophy**

The Greek maxim that man is the measure of all things was not simply a philosophical explanation for the tendencies in ancient art and literature to personify the unknown elements of the cosmos. Rather it is a basic statement affirming the doctrine of a man-centered universe, the first axiom of the proof of human individuality and essential worth. This idea is at the center of the modern European and American value system. It is a basic assumption in the traditional Western concept of reality. Whether conscious of it or not, many Westerner Culture, ourselves included, is still influenced by this essential principle.

The course will cover a wide-range of material and subjects. Beginning with the ancient myths of creation, moving through epic tales of heroes, including due emphasis on developments in drama and philosophy, and climaxing in the Roman Empire, Humanities 3301 will probe the evolution of Western man's self-concept. On the assumption that authors and artists are sensitive and talented individuals who are able to sense and express the meanings of experience, the material of this class will be the great writings and artifacts of the creative individuals who lived in the ancient Mediterranean world.

### **Section II: Learning Objectives**

To improve their vocabulary recognition and information gathering skills, students will read several different writing styles in selections from the Bible, Greek and Roman epic, drama, history and philosophy. The goal will be to improve students' ability to appreciate the connections between different ideas and bits of information and to guide students to realize the connections between individual elements of a text and the text's conclusions. Students will demonstrate their proficiency through written discussions of the evolving Western European views of human kind and how these views have been shaped by such things as the classical concept of cause

and effect, the concept of rational order, and the ancient view of the gods and the supernatural.

By the end of this class students will be better able to:

1. Analyze ideas in whole texts from a wide range of disciplines.
2. Contextualize historical thoughts and ideas in broad movements of history, culture and science.
3. Read critically in a wide range of genres and disciplines, including writings in philosophy, literature, politics, history, religion and science.
4. Apply past contexts to give perspectives to contemporary situations.
5. Identify the relationship between situational factors and perspectives of past authors.
6. Demonstrate a proficiency in reading and interpreting primary texts derived from various cultural contexts, historical milieus, and academic disciplines.
7. Write analytically with greater ability to:
  - Articulate complex ideas clearly and effectively.
  - Examine claims and accompanying evidence.
  - Support ideas with relevant reasons and examples.
  - Sustain a well-focused, coherent discussion.
  - Control the elements of standard written English.

### Section III: Course Readings

- *Bible Use personal copy*
- Homer: *The Essential Iliad*, tr. Stanley Lombardo
- Virgil: *The Essential Aeneid*, tr. Stanley Lombardo
- *The Symposium and the Phaedo of Plato*, tr. R. Larson
- *Pocket Aristotle*, ed. J. Kaplan
- *Roots of the Western Tradition*, 8th ed., Guy M. Rogers, C. Warren Hollister

Editions of these works (excluding the *Bible*) are available at the UTEP bookstore. Other book outlets also have some copies. Check to see if electronic copies of readings are available or if it is possible to rent copies of the books. Compare prices, if you already own an edition of these works or can purchase them elsewhere for less, do so.

To save money links are provided to electronic editions of some required readings, and for most short selections printed excerpts are included in the modules. The **Course Materials** link contains study helps, guidelines for writing papers, instructions for developing a good paper thesis. The Course Materials link is located in the Menu Column of the Blackboard home page.

## Section IV: Directions for Posting Assignments & Discussions

For every unit students are required to:

- **First:** review the Course Calendar and the weekly module for that unit. Explanations of the material are found in each module. Follow the instructions given in each module.
- **Second:** read the works assigned for the module on the Course Calendar.
- **Third:** by the due date, answer the question/s based on the readings in each module. Post their answers on the Assignment Board.
- **Fourth:** after posting their responses on the Assignment Board, immediately make their responses available to all of their group members by posting their responses on the Discussion Board.
- **Fifth:** on the Discussion Board of each module, respond in a manner informed by the readings to the Discussion postings of fellow group members and the instructor before the assigned due date.
- Failure to complete step three satisfactorily by the due date will result in the loss of 100% of the points for that posting. Failure to post answers in the correct Discussion Group by the due date (step four) and to reply to the content of fellow group members in a manner informed by the assigned readings (step five) will result in a loss of a substantial portion of the points available for that discussion. Students who do not complete step 3 will NOT be given credit for steps four and five.

ALL GROUP ASSIGNMENTS MUST BE COMPLETED ON THE ASSIGNED GROUP DISCUSSION BOARD ONLY. THIS IS THE ONLY WAY POINTS WILL BE GIVEN FOR PARTICIPATION. DO NOT POST ASSIGNMENTS ON E-MAIL OR ENGAGE IN THE GRADED DISCUSSIONS BY E-MAIL.

WHEN POSTING AN ASSIGNMENT RESPONSE ON THE DISCUSSION BOARD, SIMPLY CLICK REPLY AND RESPOND TO THE THREAD CREATED BY THE PROFESSOR. DO NOT START A NEW FORUM OR THREAD.

WHEN RESPONDING TO THE POSTINGS OF YOUR GROUP MEMBERS, SIMPLY CLICK REPLY TO THEIR POSTING AND RESPOND TO YOUR GROUP MEMBER. DO NOT START A NEW FORUM OR THREAD.

**Note:** Except for the Knowledge Matrix, discussions of the Assignment Question will occur in the last two days of each four-day module.

All assignments are available to students when the course begins. Student responses must be posted on the Assignments Board by 11:59 PM Mountain

Time on the date stated in the assignment module. Responses to group members must be made after 11:59 PM Mountain Time on the date stated in the assignment module and the end of the assignment module two days later. The professor will comment upon student postings and responses. All assignments can be found in the assignment modules.

Students must make contributions to the discussions at several points throughout the discussion period to help the discussion progress. The professor will intervene in the discussion at points throughout the discussion to check the relevance of postings, provide feedback, and check the quality of postings. Students should read all of the responses by fellow students and the professor for the most complete feedback on each week's assignment.

## **Section V: Guidelines for Maximum Success in HUMN 3301**

This class is built around the principal of shared inquiry. It seeks to develop students' ability to critically inquire about textual information as they increase their knowledge of the texts themselves. Each group consists of four to five people.

Cooperative group discussions are significant parts of class work. To facilitate group work, at the beginning of the term the class will be divided into working groups of students. Each group consists of four to five people.

All students must read course texts, post their responses and make timely, original, constructive comments to the postings of their group members in the Discussion Groups. Group postings and responses are the means by which the class will examine the different elements of the readings and receive the professor's feedback.

### **How to Complete Discussion Assignments**

For each assignment, students will write at least 250 words but not more than 350 words in response to the question, which is posed at the Assignment link (30 pts.).

After posting their initial responses to the weekly Assignments, students must immediately post their answers on the Group Discussion Board and over the next two days reply to the postings of group members--at least 3 times for every assignment to receive minimum credit--(no more than 150 words for each response). Responses are judged by the criteria listed in Section VI on a scale of 1 to 7. The deadlines for postings and replies are listed in the directions to each Assignment. Remember, the professor is interested in each student's analysis of the readings, not a summary of the plot in each reading!

## **Posting Assignments and Discussions**

For optimal results from the group assignments and discussions, students should respond to their group early in the discussion period and then after rereading parts of the material return to the discussions for short periods to respond to group members in an informed manner. Discussions expose students to different approaches to the material and help to develop the ability of students to evaluate literary texts critically.

To best prepare for completing the unit assignments, unit discussions, power point assignment, and the midterm essay, students should have read ALL of the assigned readings. Students should study the lesson power point outlines, which explain central issues and ideas in every unit. The study questions are designed to direct students to the facts and concepts relevant to the readings, which are covered in the graded activities.

The greatest single reason why students achieve grades lower than they would like is the failure to complete assignments on time and to participate in discussions at the required times. This is an accelerated, four-week course, and any absences or unreturned work will most likely result in a significantly lower grade. **Due to the short time period, make-up work is not possible.**

*This course syllabus is subject to changes as circumstances warrant. Any such changes will be announced in advance to the class and will be updated on the Calendar.*

## **Effective Electronic Communication Guidelines**

Make sure that assignment responses and discussion statements are concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful to the ideas, opinions, and beliefs of others. It is fine to disagree with someone, but please respect everyone's right to think differently.
2. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, you must explain why by adding information from the readings along with a few sentences describing your response or adding to the original point. The same standards apply if you disagree with a fellow student's evaluation.

3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
  1. Reflects on the meaning of the text: Describes thoughtfully what something means or new insights it provides, or raises a question as a seed for clarification or further discussion.
  2. Analysis discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, analysis identifies hidden assumptions or fallacies in reasoning.
  3. Elaboration builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
  4. Application provides examples of how principles or concepts can be applied to actual classroom situations or discusses the implications of theory in practice.
  5. Synthesis integrates multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
  6. Evaluation assesses the accuracy, reasonableness or quality of ideas.

### **Participation Policy**

This course runs 24 hours a day 7 days each week. To be successful in this course, it is essential that each student begins class work during the first days, when we will orient them to the technical requirements of an online class, get everyone set up online, construct online groups, begin assignments, and answer any questions that may come up.

Successful class functions, assignments and activities rely heavily on every student's early understanding of expectations described in the different parts of the Course Syllabus and in each course assignment. Every student is personally responsible for doing all the work and going over the unit outlines every week.

### **Time Management**

The rule of thumb for time planning for a course is approximately three (3) hours of preparation for every class meeting. This is a standard figure recommended across the board by American universities. As an online class, this class meets 7 days each week. For this course, for every credit hour you should expect to spend:

3 hours per day for a total of 21 hours per week.

### **Section VI: Grading Standards**

The professor will grade postings according to the following criteria:

- Did the student discuss the topic in a thoughtful way?
- Is the argument discussed relevant and applicable to the question that was asked and to the discussions and readings?
- Does the student provide relevant evidence from the readings and the lecture outlines for each assignment to support her/his argument?
- Does the student provide correct evidence?
- Does the student show that she/he has read the text and understands the purpose of the author?
- Does the student appreciate the significance of the original context of the work?
- Does the student recognize the underlying theme of the work?
- Does the student see how the text relates to other course texts?
- Does the student see how the readings relate to other texts that she/he has encountered in her/his education?
- Does the student see where the text is relevant to her/his knowledge and experience?
- Does the student use correct grammar, punctuation and word choice?

### **Course Grading**

Because this class seeks to stimulate students to examine personal and social attitudes and because students will be examined upon how well they learn to apply concepts, a free exchange of ideas is essential. Students are required to PARTICIPATE in all individual and group work connected with the class. Each assignment that is not completed lessens the student's grade. To complete the class with a high grade, all postings, discussions and assignments must be completed and be of a consistently high quality.

Written, graded assignments will be of three kinds:

1. A developed Power Point Presentation using ancient art to illustrate significant events in the assigned texts. Presentation is worth 120 points.
2. One focused essay discussing the implications of a concept formulated by the professor from the assigned readings. The essay must be from 4 to 6 typewritten pages in length (1500 - 1800 words): 1 typewritten page must equal 300 words. The completed essay will be done according to the schedule on the course Calendar. The essay question will be posted among the weekly modules. The focused essay is worth 180 points.
3. Weekly unit assignments and discussions covering the required readings. The Knowledge Matrix and the weekly assignments and discussions are worth 30 points for each section. Assignments and discussions are worth a combined 60 points.

4. There are a total of 660 points available for the term.

### **Academic Dishonesty Statement**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. Academic dishonesty includes, but is not limited to, not doing one's own work, plagiarism, and unacceptable collusion. Not doing one's own work may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

## **Section VII: Disclaimers**

### **Disabled Student Statement**

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the [Americans with Disabilities Act \(ADA\) of 1990](#), if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and [The Center for](#)



[Accommodations and Support Services](http://sa.utep.edu/cass) at The University of Texas at El Paso  
<http://sa.utep.edu/cass> .

### **Copyright Notice**

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

### **Technical Assistance**

For technical assistance, please refer to the Technical Support links in the left side navigation menu

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# CALENDER: SUMMER I, 2020

## Humanities 3301 (22169)

**This is designed as a printable handout, which students can use to keep track of the Weekly Assignments and Activities.**

Students are responsible for completing all readings by the time that the written assignment is due.

Dates	Topics	Readings & Assignments
June 8	UNIT ONE: Introduction	Read Entire <u>Syllabus</u> Pay attention to all Course Procedures and Policies
June 8 to 11	Basis of Primitive Thought	<b>Complete Knowledge Matrix</b> <i>The Creation Epic</i> (SCM) <i>Genesis</i> 1:1 to 22:24 Rogers, p. 16-67 & 71-96 Hesiod, <i>Theogony</i> (if possible) <b>Do Assignment One</b>
June 12 to 15	UNIT TWO: Age of Heroes	Homer, <i>Iliad</i> , all if possible but at least the portions in Lombardo, on pages vi-xliv and 1-165 <b>Do Assignment Two</b>
June 16 to 19	UNIT THREE Greece from the Archaic to the Classical	Sophocles, <i>Oedipus the King</i> Euripides, <i>Medea</i> (Read the text or watch the video provided.) Rogers, p. 96-114 <b>No Assignment or Discussion</b>
June 20 to 21	USING VISUAL TEXT (ART)	<b>View Art Videos and Complete Power Point Presentation</b>
June 22 to 25	UNIT FOUR Plato	Plato, <i>Symposium</i> Rogers, 115-129 Plato, <i>Phaedo</i> (if possible) <b>Do Assignment Four</b>
June 26 to 29	UNIT FIVE Aristotle	<i>Pocket Aristotle</i> , p. 26-46; 106-136; 158-233; 276-312; 334-338

		Rogers, p. 129-195 <b>Do Assignment Five</b>
<b>June 30 to Jul. 3</b>	<b>UNIT SIX</b> Ideals of the Roman Empire	Virgil, <i>Aeneid</i> , all if possible but at least the portions in Lombardo on pages vi-xxii, 1-209.  Rogers, p. 196-215  <b>Do Assignment Six</b>
<b>Jul. 6</b>	<b>FINAL ESSAY DUE</b>	