

# HUM 2210-0001: STUDIES IN CULTURE - ANCIENT TO 17<sup>TH</sup> C

T&TH: 12:00-1:15 PM

Location: HEC 0118

Spring 2022

Instructor: Dr. Christian Ravela

Email: christian.ravela@ucf.edu

Zoom Link: <https://ucf.zoom.us/j/92662802677?pwd=NVh2SUIlNTU1Cj0NQNGNXbXpKMjBLZz09>

Zoom Office Hours: Wednesday - 10:00-11:00am

Enrollment Link: <https://console.pearson.com/enrollment/tgs3i2>

## COURSE DESCRIPTION:

This course provides an interdisciplinary and multicultural study of the arts and sciences that contributed from diverse human traditions to world civilization. Our focus is on ancient civilizations and the cultural heritage stemming from them up to the 17<sup>th</sup> century.

This course is part of the General Education Program (GEP) in “Cultural and Historical Foundations” and can fulfill the Gordon Rule Requirement. In order to apply HUM2210 as a GEP and as a Gordon Rule course, the course must be completed with a minimum grade of C-.

## STUDENT LEARNING OUTCOMES

- To demonstrate knowledge of the meanings of an artwork, performance, or text in diverse aesthetic, historical and cultural contexts.
- To demonstrate knowledge of the chronology and significance of major events in world civilization.
- Identify and deepen appreciation of common human themes and the richness of diverse cultures.
- Learn to position yourself vis-à-vis this study of culture and values.
- Learn to think critically (and philosophically) about this information.

## REQUIRED TEXTS & SUPPLIES:

- Henry M. Sayre, *The Humanities: Culture, Continuity and Change*, Volume 1, 4<sup>th</sup> Edition (Digital or Print)
- College Ruled Line Paper & Pen

## REQUIRED WORK & GRADING

### University Required Work – (0%)

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will not be graded instead you will just need to complete the quiz on time to receive credit.

### Participation – (15%)

Participation consists of two areas:

- **Engagement:** At the most basic level, you should be present in class in order to participate. Not being present means that you cannot engage with the texts, lectures, discussions, group activities, free-writes,

and workshops. But showing up every day is certainly not enough; you must be contributing to the overall productive dynamic of the classroom. What this means then is:

- When we have group work days, I will be observing and walking around to see how your general involvement with that activity is while you are working, and what contributions you make in the ensuing discussion or group presentation.
- When we have class discussions, you actively engage in the ensuing discussion. This means that you bring up topics to discuss, attentively listen to others, and thoughtfully respond to other people's comments.
- **In-class Free-Write Journal:** When we have free-writes, you use the allotted time to thoroughly engage with the writing prompt whether it asks you to jot initial impressions of a text or reflect on broader questions the day's class. Afterwards, I expect you to share your insights to begin a class discussion.

These free-writes must be written by hand (**NOT** on a laptop) on individual college ruled lined paper (**NO** actual composition books). You may use the same sheet of paper to write multiple entries.

Throughout the semester, I will randomly ask you to submit these journal entries to me. Thus, you are responsible to bring them every day to class. Also, at the end of the semester, you will need to collect all of these entries and staple them together to submit them to me.

### **Midterm Exams – (15% each)**

The course will have two midterms in the semester. These will follow the completion of the first two units of the course. Exams will be composed of multiple choice questions that will be completed on a scantron in class. At the end of the first two units, you will be given a study guide as well as a day off from class to study.

### **Comprehensive Final Exam – (30%)**

Like the midterms, the final exam will consist of a multiple choice questions that will be completed on a scantron. The final exam will be comprehensive but a stronger emphasis will be placed on the final unit of the course.

### **Group Project and Presentation – (25%)**

The group project and presentation primarily serves as an opportunity to demonstrate your analytical abilities and partially as a comprehensive review of the entire course in preparation for the final exam. The class will be divided into small groups that will be assigned a specific chapter to review and present on to the entire class. The project and presentation will be composed of multiple components that the group will work on individually and collectively. These include:

- **10-minute presentation (Group):** The presentation's purpose is to demonstrate your group's analytical abilities by analyzing and comparing a contemporary cultural text with an historical cultural text from the group's textbook chapter. More specifically, your presentation will need to focus on how a contemporary cultural text either reinterprets an aesthetic tradition from your textbook chapter or re-signifies a cultural text from your textbook chapter to express contemporary values, ideas, or themes and historical, political, and material social conditions while, at the same time, connecting those contemporary values and conditions to the past. For example, the film *10 Things I Hate About You* is a modern adaptation of William Shakespeare's play *The Taming of the Shrew*. How does the changes made in this adaptation (i.e. a high school setting rather than the Elizabethan court) signify its contemporary cultural values and ideas (i.e. more modern gender norms) and historical context (i.e. 1990s)? How does the adaptation retain the Elizabethan cultural values and ideas and historical context (i.e. notions of

romance)? In this way, the digital presentation will trace the continuities and changes in central themes/ideas of humanistic traditions from earlier time periods to the present.

To create your presentation, your group will draw directly from the research and analysis that was done for both the “cultural analysis of a **historical** cultural text” and the “cultural analysis of a **contemporary** cultural text.” In this way, your presentation will be incorporate both analyses into your presentation but will connect them together, re-focus them on tracing the continuities and change in humanistic ideas/values, and translate them into a well rehearse PPT presentation.

- **Presentation Powerpoint (Group):** The powerpoint outlines and aides your presentation. It should have the key points that presenters will elaborate upon and engaging visuals.
- **600 word minimum cultural analysis of a historical cultural object (Individual):** This assignment asks each member of the group to do their own analysis of a cultural text discussed from the group’s assigned chapter. The analysis will need to focus on the way in which the cultural text expresses the historical values, ideas, and humanistic themes found in the cultures and societies discussed in the group’s assigned chapter.
- **600 minimum word cultural analysis of a contemporary cultural object (Group):** This assignment asks the entire group to analyze a contemporary cultural. The analysis will need to focus on the way in which the cultural text expresses contemporary cultural values, ideas, and humanistic themes. This assignment is the same as the above assignment except for the following:
  1. This assignment is a collective effort in which all members will co-write the paper.
  2. The cultural text to be analyzed will must be something created in the past 100 years. The contemporary cultural text cannot be a facsimile of a historical cultural text (i.e. a poster print of a painting, a lego model of a building, etc)
  3. Since this paper serves as an essential foundation to the presentation, it is very important that you select a cultural text that either revises an aesthetic tradition from your chapter or re-signifies a cultural text from your chapter.
  4. Since the contemporary cultural text is not discussed in the textbook, your group will need to do outside library research in order to get a better understanding of its context.
- **1-2 page study guide of the chapter (Group):** The study guide needs to condense the most significant information from the group’s respective chapter. These will be circulated to the entire class to help your fellow classmates study for the final exam. The study guide is the component of the group project that functions as comprehensive review for the final exam.
- **Collaboration Contract (Group):** As a group project, collaboration is fundamental to success, especially when contact is done virtually. Thus, your group will need to create a collaboration contract that lays expectations for how the group will work together on the project. How will the member communicate with each other? Text message? Email? When should a member expect replies from emails? How often will the group members meet (virtually)? What roles will each member play in the group? Will someone always take notes? Will someone be the spokesperson to the teacher? Etc. These are the kind of questions that need to hashed out and agreed to by all members. After completing and signing the contract, the document will serve as a rubric for evaluating the performance of every member in the group.
- **Group Member Performance Assessment (Individual):** To ensure accountability with all members in

a group, every member will evaluate each person in the group (including themselves) on their contribution to the success of the group project. To do so, you will need to score each person (including yourself) from a scale of 0 to 30 and then provide an explanation of each score based upon the terms of the of the collaboration contract.

For the most part, the average of the scores will determine a member's score in this category. However, if reports of a member's contribution are wildly discrepant, then I will determine the score myself from the reports. Furthermore, if a group member completely neglects his/her responsibilities in the execution of the group project, then that group member will not receive any credit from the group grades of the project.

A more detailed explanation and description of these components and grading rubrics will be provided when we transition into the group project. Individual grades will be determined through a combination of the individual submission, group submissions, and group member performance assessment.

## GRADING SCALE

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

**Disclaimer:** This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after rounding up the grade to 80%, you will be assigned a B- rather than a B.

## ASSIGNMENT POLICIES

### Paper Format:

All submitted papers must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type (e.g. historical object analysis) in the upper right-hand corner of the first page (single spaced, please).

### Academic Integrity:

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.

- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.
- Soliciting assistance with academic coursework and/or degree requirements.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Turnitin:**

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [www.turnitin.com](http://www.turnitin.com).

## **COURSE POLICIES**

### **Lecture Purpose & Being Prepared for Class:**

Course lectures and in-class activities are for two-purposes. First, it is a guide to the course readings, providing an overarching narrative to the course content and highlighting the most relevant information from the textbook. Second, it is an opportunity to practice collectively cultural analysis and discuss relevant ideas. Thus, I recommend that you read assigned textbook chapters **AFTER** class lecture so you may use your class notes to guide your reading. However, you will need to bring your textbook regularly so that you may participate in class activities. I will announce every day in class if you will need the textbook in the subsequent class.

### **Communication:**

In this class, our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. At minimum, this means that you need some sort of salutation with my name (e.g. Dear Dr. Ravela) and a valediction with

your name (e.g. Sincerely, Dr. Ravela). As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly

### **Email Response:**

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hour or right before or after class.

### **Understanding Overall Grade on Webcourses:**

As I input scores to assignments and tests onto webcourses, it is important to remember that the overall grade there is highly inaccurate, especially earlier in the semester. This is because when only a couple assignment scores have been inputted, then those few assignments disproportionately determine your overall grade. For example, if an assignment category is worth 30% percent of your total grade but no other assignment has been inputted, then a single assignment in that category ends up determining not only the score for the assignment category but your overall grade. Once I start inputting more scores in webcourses, the proportional impact of an assignment or test will begin balancing out but will remain disproportional until all scores have been inputted. As a result, the impact of a single bad or good grade in the beginning will lessen. Thus, you should not keep

### **Punctuality and Attendance:**

I do believe attendance and punctuality is essential to your success in the course, especially in processing the information from each chapter. It may not directly impact your participation grade but it does so indirectly as a necessary prerequisite to both class engagement and completing the in-class Free-Write journal. Along the same lines, punctuality will be equally important to your success. I understand that arriving on time can be difficult with such a large campus and short break in-between each session. Therefore, I provide a 15 minute grace period after the class has begun. However, if you arrive after this grace period, you will be marked late.

Due to the current state of the COVID pandemic, I do not want this punctuality and attendance policy to encourage you to attend class when you are not feeling well. Thus, if you are not feeling well, you simply need to inform me (even without documentation) and I will excuse your absence. You must send this email the day before, the day of, or the day after your absence. If you do not send it within these parameters, I will not excuse your absence.

### **Panopto:**

Due to the current state of the COVID pandemic, I will be recording/livestreaming class for the entire month of January so that students can keep up in class if they are unable to attend. According to current projections, our current Omnicron wave should subside by then. If conditions do not abate, I will continue to recording/livestreaming class. I will make an announcement if and when I stop recording/livestreaming class.

## **COVID POLICIES**

### **General Statement on COVID**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **ACCOMMODATIONS**

**Accessibility Accommodations**, Ferrell Commons 185, 407-823-2371, [sas@ucf.edu](mailto:sas@ucf.edu)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4401.2MakeUpAssignmentsorAuthUnivEven>



### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/docu>

## **RESOURCES**

### **University Writing Center**, Colbourn Hall 105, 407-823-2197

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### **Student Academic Resource Center**, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

## **CALENDAR**

This calendar is subject to revisions, additions, and removal at my discretion.

Date	Reading & Work Due
Tuesday – 01/11	Introductions & Syllabus
Thursday – 01/13	How to understand culture and the humanities? How to analyze cultural texts? <b>Complete Syllabus Quiz by 11:59pm</b>
<b>The Ancient World and the Classical Past - (Prehistory to 200CE)</b>	
Tuesday – 01/18	Ch. 1 - The Rise of Culture: From Forest to Farm
Thursday – 01/20	Ch. 2 – The Ancient Near East: Power and Social Order



Tuesday – 01/25	Ch. 4 – The Aegean World and the Rise of Greece: Trade, War, and Victory Ch. 5 – Golden Age Athens and the Hellenic World: The School of Hellas
Thursday – 01/27	Ch. 6 – Rome: Urban Life and Imperial Majesty
Tuesday – 02/01	Ch. 7 – Emerging Empires in the East: Urban Life and Imperial Majesty in China and India
Thursday – 02/3	<b>NO CLASS - Study Day</b>
Tuesday – 02/08	<b>Midterm #1 – Bring Number 2 Pencil and Raspberry Scantron</b>
<b>The Medieval World and the Shaping of Culture – (200CE – 1400)</b>	
Thursday – 02/10	Ch. 8 – The Flowering of Christianity: Faith and the Power of Belief in the Early First Millennium
Tuesday – 02/15	Ch. 9 – The Rise and Spread of Islam: A New Religion
Thursday – 02/17	Ch. 10 – Fiefdom and Monastery, Pilgrimage and Crusade: The Early Medieval World in Europe
Tuesday – 02/22	Ch. 11 – Centers of Culture: Court and City in the Larger World
Thursday – 02/24	Ch. 12 – The Gothic Style: Faith and Knowledge in an Age of Inquiry
Tuesday – 03/01	<b>NO CLASS - Study Day</b>
Thursday – 03/03	<b>Midterm #2 – Bring Number 2 Pencil and Raspberry Scantron</b>
<b>The Renaissance and the Age of Encounter – (1400-1600)</b>	
Tuesday – 03/08	<b>NO CLASS – SPRING BREAK</b>
Thursday – 03/10	<b>NO CLASS – SPRING BREAK</b>
Tuesday – 03/15	Ch. 14 – Florence and the Early Renaissance: Humanism in Italy
Thursday – 03/17	Ch. 15 – The High Renaissance in Rome and Venice: Papal Patronage and Civic Pride Ch. 16 – The Renaissance in the North: Between Wealth and Want
Tuesday – 03/22	Ch. 17 – The Reformation: A New Church and the Arts
Thursday – 03/24	Ch. 20 – The Early Counter-Reformation and Mannerism: Restraint and Invention
Tuesday – 03/29	Ch. 18 – Encounter and the Confrontation: The Impact of Increasing Global Interaction
<b>Group Project</b>	
Thursday – 03/31	Reflection, Introduction to the Group Project, In-Class Group Work
Tuesday – 04/05	Library Research Day
Thursday – 04/07	In-Class Group Work
Tuesday – 04/12	In-Class Group Work
Thursday – 04/14	Student Presentation: Chapter 1-7
Tuesday – 04/19	Student Presentation: Chapter 8-13
Thursday – 04/21	Student Presentation: Chapter 14-20
Thursday – 04/28	<b>Final Exam from 10:00am-12:50pm in our normal classroom—HEC 0118. You will need bring a pencil and a raspberry scantron. Also, you must bring all of your journal entries stapled together.</b>