

The Intellectual Heritage Program

Mosaic: Humanities Seminar I, 0851
Section 201 (WF 3:40-5:00), Portable Building 0M001
Fall 2008

Dr. Stephanie Grace Schull

Intellectual Heritage Program

Office: 2nd Floor Admissions Building

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Office hours: WF 3:00-3:30 and by appointment. Just ask!

E-mail: schull@temple.edu (I check once a day and not at all over the weekend.)

Required texts: These texts are available at the University bookstore. **PLEASE GET THEM AS SOON AS POSSIBLE!**

1. *The Epic of Gilgamesh*. Trans. Andrew George.
2. De las Casas, Bartolomé. *An Account, Much Abbreviated, of the Destruction of the Indies*. Trans. Andrew Hurley.
3. Freud, Sigmund. *Introductory Lectures on Psycho-Analysis: The Standard Edition*. Trans. and ed. James Strachey.
4. Sophocles. *Oedipus Tyrannus* OR *Antigone*. In *Theban Plays*. Trans. and intro. Peter Meineck and Paul Woodruff.
5. Plato. *The Trial and Death of Socrates*, 3rd edition. Trans. G.M.A. Grube.
6. Norberg-Hodge, Helena. *Ancient Futures: Learning from the Ladakh*.
7. Laozi. *The Daodejing of Laozi*. Ed. and trans. Philip Ivanhoe..
8. *The Bhagavad-Gita*. Trans. Barbara Stoller Miller.

Course Objectives: The goal of "Mosaic: Humanities Seminar I" is to introduce students to texts that are challenging in several ways: rhetorically, historically and culturally. Through these texts and through discussion-intensive classes, students will explore universal themes while building skills in critical and analytical thinking, reading and writing. Keep in mind that your analytic and critical skills can only develop through careful reading and systematic inquiry of the material at hand. To achieve this objective you should demonstrate an independence of mind as well as a serious approach to the readings and classroom discussions. Form your opinions based on factual knowledge and a sense of yourself while seeking to avoid, at all times, "knee-jerk" reactions to controversial issues. Be careful not to fall into the trap of merely regurgitating the attitudes of contemporary political pundits and irresponsible opinion makers. By the end of the course, you should be able to contextualize arguments and apply your newly honed critical skills to courses in any field or to any intellectual endeavor.

Course Requirements:

Paper:	25%
Portfolio:	30%
Participation:	20%
Quizzes:	<u>25%</u>
	100%

Class Procedures/Attendance/Grading:

There will be lectures, discussions, group work and occasional videos that will illuminate the issues we are examining. Your participation in class discussions is crucial and will be reflected in your final grade. Because discussion is a major part of this course **attendance is mandatory**. If you anticipate missing class, or find yourself in a “difficult” set of circumstances, please call or email me to let me know what’s happening. Any special problems that prevent your full participation in the course should be discussed with the instructor as soon as possible. After the 5th absence you risk failing the course, the instructor reserves the right to look at the **evidence** the student presents to explain the necessity of the absences and may judge the case worthy of exception.

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to obtain the necessary documents so that reasonable accommodations can be made for exams, etc.

Controversial Subject Matter In this class we will be discussing subject matter that some students may consider controversial. Our purpose in this class is to explore ideas deeply and consider multiple perspectives and arguments. Students are expected to listen to the instructor and to one another respectfully, but of course are free to disagree, respectfully, with views expressed in class, in electronic discussions through Blackboard, or in readings. While a diversity of opinion makes a class lively and engaging, please do not confuse this with rude behavior, which has nothing to do with upholding an opposing view. You will be asked to leave the class if you are rude, belligerent, or intimidating others.

Policy on Cell Phones

Cell phones, pagers and beepers **must be turned off** during class unless you have obtained special permission from the instructor.

Paper and Draft 25%

Paper: One paper of 6-8 double-spaced typed pages (see below). **Due dates: October 31st or earlier (draft) and November 21st (final)**. Suggested paper topics will be distributed in advance.

The papers you will write this semester will be analytic or interpretive papers, not research papers. In other words, you are not expected to use sources outside of the assigned readings; you do not need to do any library research for the papers. However, you are expected to do close readings of the assigned texts, to analyze and critique specific passages. **Papers must be submitted through blackboard / turnitin.com AND in hard copy in class on the due date indicated in the syllabus. Failure to submit by the deadline through turnitin.com and in hard copy in class will constitute late submission.**

Late papers will be penalized 5 points for each day late.

Grading the Paper: The following grade outline refers largely to the mechanical aspects of papers. Content, in terms of analysis and critique, is also a major factor in grades, but is more subjective and will be judged on a paper-by-paper basis.

A = Excellent. Paper follows proper formatting, has an introduction and a clear thesis statement. It integrates the text(s) well in quotes and paraphrases in its body, and demonstrates a clear understanding of the material. It is well organized, uses transitions, has a conclusion, and is proofread for typos, etc. The paper is essentially error-free and employs the diction of academic discourse.

B = Good. Paper follows proper formatting and has an introduction. The thesis is present, but may lack some specificity. Its integration of the text(s) is adequate. Body paragraphs may need further development or clearer transitions. The paper has a conclusion. The paper does have occasional errors and typos, but is comprehensible and commensurate with college-level writing.

C = Fair. Paper has a few formatting problems. It also lacks focus and may not be clearly related to the assignment. The paper shows some difficulty in integrating the text(s). The introduction may be missing or unclear. The body paragraphs may be undeveloped or lack logical divisions. Transitions are missing. Conclusion is off the topic. Paper has a significant number of errors, but it remains generally comprehensible.

D/F = Poor. Paper lacks focus or fails to address the assignment. The thesis is missing or uselessly broad. Texts are poorly integrated or not cited at all. Transitions are missing. Paper lacks mastery of basic writing skills and makes numerous grammatical and mechanical errors.

Plagiarism

Plagiarism and academic cheating are strictly prohibited in the course. More than anything else, the Intellectual Heritage Program aims at furthering your critical thinking and writing development. The work of writing papers is an essential component of this development. So it is very important to indicate when you are quoting or adapting the thoughts of others. Please check out the following site for the University's statement on plagiarism:

http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm

Portfolio 30%

The portfolio is the collection of the entire semester's study guide questions. Please copy and paste all of the questions with your responses into a single Word document that you will upload using "Turnitin.com" at our Blackboard site. The portfolio will be graded for completeness and will follow the grading scale used for the quizzes.

A = Have thoughtful answers to study guide questions that demonstrate clarity of thought and are grammatically sound.

B= Have minimally addressed the study guide questions, and/or there are a few major grammatical mistakes that make it difficult to read the answers.

C= Have tried to answer the study guide questions, about half the answers are unacceptably difficult to read due to problems with grammar or clarity of thought.

D= Have tried to answer the study guide questions, but the responses are not coherent.

F= Answers are largely incorrect, incomplete, or there are a number of responses missing.

Participation 20%

All readings must be completed **before** each session and, in order to stimulate discussion you need to answer fully the study guide questions for each reading. It will also be helpful if you take notes not only on the readings, lectures, but also on the discussions. **You should have hard copies of texts with you for each class and printouts of your study guide answers.**

14 weeks 28 classes total (2 classes per week)

Wednesday	Friday
35 minute lecture on prior class interteach material	35 minute lecture on prior class interteach material
20 minute interteach in pairs	20 minute interteach in team
20 minute class discussion or introduction of next class reading if it is a new text	20 minute class discussion or introduction of next class reading if it is a new text

The interteach is a structured, group-work assignment focused on a reading assignment (approximately 20-40+ pages) and the study guide (questions the professor provides via Blackboard) that are to be completed prior to the day of the interteach. I create the guide to assist the students' reading comprehension and to provide direction for the interteach. The students arrive to class having read the assigned text and completed the study guide questions; in class they will be paired with a partner (rotating so as to not work with the same person twice) with whom they will discuss the reading or the students will work with their team. At the end of each interteach session, the students will fill out the feedback form indicating which questions they could easily answer and which remain puzzling after the interteach. The professor has only enough time during the lecture to assist students with a few of the more difficult concepts, as such, the students are motivated to read in advance and interteach actively in order to perform well on the quizzes and to prepare the portfolio.

Quizzes 25%

There will be one question from each study guide since the last quiz. Quizzes will be given at the beginning of class. Students who are late to class miss the quiz and will not be given the opportunity for a make up. Students may use their notes while taking these quizzes, but may not use any other printed materials or books. Therefore, students are encouraged to take notes on their readings and notes during class discussions and work on the daily study guide questions. The quiz grade for the semester will be based on the average of the four quizzes given during the course of the semester.

A = Have thoughtful answers to study guide questions that demonstrate clarity of thought and are grammatically sound.

B= Have minimally addressed the study guide questions, and/or there are a few major grammatical mistakes that make it difficult to read the answers.

C= Have tried to answer the study guide questions, and half the answers are unacceptably difficult to read due to problems with grammar or clarity of thought.

D= Have tried to answer the study guide questions, but the responses are not coherent.

F= Answers are largely incorrect, incomplete, or missing responses.

0 points when absent

COURSE OUTLINE

UNIT ONE: JOURNEYS	
(Sept. 3): Introduction and Syllabus	
(Sept. 5): <i>Gilgamesh</i>	
(Sept. 10): <i>Gilgamesh</i>	
(Sept. 12): <i>Gilgamesh</i>	(Quiz)
(Sept. 17): <i>Destruction of the Indies</i>	
(Sept. 19): <i>Destruction of the Indies</i>	
(Sept. 24): Radio Interview with Mike Wilson	
(Sept. 26): <i>Destruction of the Indies</i>	
UNIT TWO: SELF AND OTHER	
(Oct. 1): <i>Oedipus Tyrannus</i> in <i>Theban Plays</i>	(Quiz)
(Oct. 3): <i>Antigone</i> in <i>Theban Plays</i>	
(Oct. 8): <i>Introductory Lectures on Psycho-Analysis</i>	
(Oct. 10): <i>Introductory Lectures on Psycho-Analysis</i>	(Handout Paper Topics)
(Oct. 15): <i>Introductory Lectures on Psycho-Analysis</i>	
(Oct. 17): <i>Introductory Lectures on Psycho-Analysis</i>	
UNIT THREE: COMMUNITY	
(Oct. 22): <i>The Trial and Death of Socrates</i>	(Quiz)
(Oct. 24): <i>The Trial and Death of Socrates</i>	
(Oct. 29): <i>The Trial and Death of Socrates</i>	

(Oct. 31): <i>Ancient Futures</i>	DRAFT DUE: Electronic and paper!
Turn in your paper by following the link on the Assignments page and bring a copy to class.	
(Nov. 5): <i>Ancient Futures</i>	
(Nov. 7): <i>Ancient Futures</i>	
UNIT FOUR: WAYS OF KNOWING	
(Nov. 12): <i>Daodejing of Laozi</i>	(Quiz)
(Nov. 14): <i>Daodejing of Laozi</i>	
(Nov. 19): <i>Daodejing of Laozi</i>	
(Nov. 21): <i>The Bhagavad-Gita</i>	FINAL PAPER IS DUE! Electronic and paper!
Turn in your paper by following the link on the Assignments page and bring a copy to class.	
(Nov. 26): Thanksgiving Holiday—No Class	
(Nov. 28): Thanksgiving Holiday—No Class	
(Dec. 3): <i>The Bhagavad-Gita</i>	
(Dec. 5): Genisus on Blackboard	LOGBOOK IS DUE: Hand in and keep a copy!
Turn in your logbook by handing in the original and keeping a copy for your records.	
(Dec. 10):	PORTFOLIO DUE: To be turned in online!
Turn in your portfolio by following the link on the Assignments page.	

Fall Semester 2008	
Fall semester begin	Tuesday, September 2
Last day to drop a course	Monday, September 15
Last day to withdraw from graduate & undergraduate courses	Monday, November 3
Thanksgiving recess	Thursday, November 27-Sunday, November 30
Classes resume	Monday, December 1
Weekday classes end	Wednesday, December 10

INTERTEACH	PARTNER LOGBOOK
Day	Partner's signature with name printed underneath
(Sept. 5): <i>Gilgamesh</i>	
(Sept. 10): <i>Gilgamesh</i>	
(Sept. 12): <i>Gilgamesh</i>	
(Sept. 17): <i>Destruction of the Indies</i>	
(Sept. 19): <i>Destruction of the Indies</i>	
(Sept. 24): Radio Interview with Mike Wilson	
(Sept. 26): <i>Destruction of the Indies</i>	
(Oct. 1): <i>Oedipus Tyrannus in Theban Plays</i>	
(Oct. 3): <i>Antigone in Theban Plays</i>	
(Oct. 8): <i>Introductory Lectures on Psycho-Analysis</i>	
(Oct. 10): <i>Introductory Lectures on Psycho-Analysis</i> (Handout Paper Topics)	
(Oct. 15): <i>Introductory Lectures on Psycho-Analysis</i>	
(Oct. 17): <i>Introductory Lectures on Psycho-Analysis</i>	
(Oct. 22): <i>Ancient Futures</i>	
(Oct. 24): <i>Ancient Futures</i>	
(Oct. 29): <i>Ancient Futures</i>	

(Oct. 31): <i>The Trial and Death of Socrates</i>	
(Nov. 5): <i>The Trial and Death of Socrates</i>	
(Nov. 7): <i>The Trial and Death of Socrates</i>	
(Nov. 12): <i>Daodejing of Laozi</i>	
(Nov. 14): <i>Daodejing of Laozi</i>	
(Nov. 19): <i>Daodejing of Laozi</i>	
(Nov. 21): <i>The Bhagavad-Gita</i>	
(Nov. 26): Thanksgiving Holiday— No Class	
(Nov. 28): Thanksgiving Holiday— No Class	
(Dec. 3): Genesis on Blackboard	
(Dec. 5): Genesis on Blackboard	
LOGBOOK IS DUE!	

Turn in the logbook on December 5th.

Please be mindful to work with a new partner everyday.

With 25 students in the class there should only be two or three instances in which you work with the same person more than once.

If the logbook reveals more instances of repetition than that or if you fail to turn in the logbook, your attendance grade will reflect it.

Paper (Draft) Due October 31st at the beginning of class

There is no expectation of outside sources. You should focus on working with the text(s) we use in class. As such, all your care should go into a careful reading and analysis of each word of the passages in the primary source that is relevant to your thesis.

You are welcome to work with me outside of class--it is simple--just have your questions ready after class and we can go over the material together.

Below you will find a grading scale that will be a useful guide to you as your work on and prepare the paper for submission.

Paper and Draft 25% Suggested paper topics will be distributed in advance.

Paper: One paper of 6-8 double-spaced typed pages (see below).

Due dates: October 30th (draft) and November 20th (final).

The papers you will write this semester will be analytic or interpretive papers, not research papers. In other words, you are not expected to use sources outside of the assigned readings; you do not need to do any library research for the papers. However, you are expected to do close readings of the assigned texts, to analyze and critique specific passages.

Think of writing as a process, and not as a final product. This process will ultimately help you become more perceptive and insightful in your analysis and thinking. You are, therefore, encouraged to write rough drafts of papers before turning them in. You may also consider taking your drafts to the Temple Writing Center (in the Tuttleman Learning Center) for comments. ***You will get a tentative grade on the draft that will be the permanent grade for the paper if you do not turn in a final draft or in the case that the final draft is not significantly different. You must turn in the graded draft along with your final version.*** You can make a copy of the graded draft if you are concerned about misplacing it or if you would like a copy to edit.

All papers must be typed and double-spaced!

The paper should be at least 6 pages, with 1 inch margins and 12 point Times New Roman font.

Follow the following format for essays:

First Page Format

Title (Center)

Lower right hand:

Name

(2 sp)

Mosaic: Humanities Seminar I, 0851

Dr. Schull

Date

Every page will have a footer with your last name and the page number on it.

NOTE: PLEASE DO NOT BIND THE PAPERS IN ANY WAY OTHER THAN WITH A STAPLE IN THE UPPER LEFT-HAND CORNER!!

I also require an electronic version to be uploaded to our Blackboard site via the "Turnitin" link, which scans the paper for originality. Follow the link on the Assignments page of our Blackboard site.

Good Luck!

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D-F)
Main idea	Paper has a focus and a clear thesis statement that answers the assignment.	Paper has a focus but the thesis may lack specificity.	Paper's focus is unclear or not clearly related to the assignment.	Paper lacks a focus and/or fails to address the assignment.
Evidence	Use of text(s) shows good understanding of and response to key ideas. Quotations or paraphrases are integrated into prose. References/citations of text(s) are clear.	Use of text(s) shows adequate understanding of and response to key ideas. Quotations or paraphrases are clearly identified.	Use of text(s) shows basic understanding of key ideas. Paper shows some problems introducing and citing quotations or paraphrases.	Use of text(s) shows lack of understanding. Textual support may be missing or references may fail to adequately identify source material.
Organization	Introduction engages the reader and states thesis. Body paragraphs connect to and develop main idea logically. Transitions are clear. Conclusion points to paper's purpose (i.e. answers "so what" question).	Introduction sets up the focus of the paper. Body paragraphs connect to the main idea but may need further development or clearer transitions. Conclusion summarizes the argument.	Introduction missing or not clearly directed to the paper's focus. Body paragraphs too short (not developed) or too long (lack logical divisions into topics) or not clearly connected to main idea. Lacks transitions. Conclusion missing or off the topic.	Introduction missing or not directed to the paper's focus. Body paragraphs not developed and/or lack connection to main idea. Lacks transitions. Conclusion missing or off the topic.
Grammar, mechanics, and diction	Paper is essentially error-free and employs the conventions and diction of academic discourse.	Paper has occasional errors, but is comprehensible and attempts the conventions and diction of academic discourse.	Paper has numerous or distracting errors but is comprehensible and commensurate with college level writing.	Paper lacks mastery of basic skills and makes numerous grammatical and mechanical errors, as well as errors in syntax, paragraphing, and diction.

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D-F)
The Basics	Paper meets all of the standards of formatting and presentation with evidence that great care was taken to create a professional appearance and presentation.	Paper is turned in by the deadline. Is at least 6 pages and has reasonable font and margin size, it is stapled, and the ink is clear, name is on every page, and the pages are numbered.	Paper suffers from some formatting problems, but is otherwise clean, neat, and timely.	Not acceptable in appearance, tardy, or too short. Presentation shows lack of attention and care.
The Argument	The arguments are sharp and directed to the source of the problem. The relevant passages in primary sources are introduced and discussed. Even if the conclusion is radical or sensational, the argument is persuasive. The author was creative in imagining possible counter-arguments to the thesis and defends the thesis against those counter-arguments.	The appropriate arguments relevant to the thesis were located in the primary source, the argument was accurately paraphrased and described, the argument was analyzed as to its weakness, and an appropriate counter-argument was developed. The thesis was supported with a logical, coherent, and detailed argument.	Paper too quickly concludes without developing the arguments and leaves out some of the relevant points. Author does not identify the weak and strong points of the arguments, or fails to respond fully upon identifying them.	Paper states only the obvious and does not penetrate below the surface of the argument. The essay demands that the reader make too many assumptions and does not show the steps in their reasoning.

Plagiarism

Plagiarism and academic cheating are strictly prohibited in the course. More than anything else, the Intellectual Heritage Program aims at furthering your critical thinking and writing development. The work of writing papers is an essential component of this development. So it is very important to indicate when you are quoting or adapting the thoughts of others. Please check out the following site for the University's statement on plagiarism:

http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm