Honors Symposium
Bridging the “Two Cultures”: Humanities & STEM

Winter Quarter 2015
12:20-1:20 Tuesday & Thursday, 2 credits
Instructor
Dr. Joyce S. Walker
Office: Gray Wolf (GWH) 217
Phone & Email 425/388-9411; jwalker@everettcc.edu

Office Hours: Mon. 1:20-2:20 p.m. only &
Tues, Wed, Thurs, 10:00-11:00 only

COURSE DESCRIPTION
The Honors Symposium offers focused exploration of a topic selected annually by the Honors Council. This year, the topic is “Bridging the Two Cultures: Humanities & STEM” (Science Technology, Engineering, and Math). Presentations by guest faculty from a variety of disciplines will alternate with your related projects and round-table discussions. The guest faculty events will be open to the campus community in order to stimulate wider dialogue. This course will emphasize critical thinking, written and oral skills, and intellectual collaboration.

This course is one of two “gateway” courses required for admission to the Honors program. The other course is HUM 195 HN (Honors Seminar: The Integration of Knowledge) on the topic of happiness, a 3-credit course that meets from 12:20-1:20 on Mondays and Wednesdays. You may take both of these courses simultaneously. The prerequisite for both courses is completion of English 101 with a B or better. You’ll find more information about our Honors program later in this syllabus and at www.everettcc.edu/honors

COURSE PREREQUISITE:
Completion of English 101 with at least a B

STUDENT LEARNING OBJECTIVES
Upon successful completion of this course, you will be able to
1. . . enumerate the unique contributions of some Humanities disciplines
2. . . synthesize these diverse disciplines and perspectives
3. . . analyze and interpret ideas from a variety of Humanities perspectives and methodologies.
4. . . integrate the insights of the Humanities with the insights of other fields of study
5. . . critically assess their own conceptions of meaning and value.
6. . . employ clear and broadly accessible language in all forms of interpersonal communications, including writing, discussion, and presentations, avoiding the specialized jargon peculiar to individual disciplines.
7. . . show competence and confidence in written and oral communications.

What are the Humanities?
- The Humanities ask questions about meaning, value, and significance.
- The Humanities include all disciplines that employ interpretive, non-quantitative methodologies to probe and express the human condition.
- Some subjects, such as art, history, music, religious studies, philosophy, and literature, lie almost entirely within the Humanities domain, while others, such as education and the social and behavioral sciences, have significant Humanities components.
- The Humanities embrace one another across boundaries, stressing the importance of interdisciplinary study and collaboration, striving to connect disparate fields and to integrate knowledge around the experience of being human.
- The Humanities are also a primary vehicle of cultural memory. They preserve, transmit, and critique the experiences of humanity.
- The Humanities deepen our understanding of ourselves and our place in the world.
REQUIRED TEXTS & MATERIALS
1. You will be assigned articles from journals, books, and websites which you can access for free.
3. Required Materials: One i>clicker2 remote device

You are required to purchase an i>clicker2 remote for in-class participation. *You may use either the older version or the newer one (called i>clicker2).*

I>clicker is a response system (it looks like a TV remote control) that allows you to respond to questions I pose during class. Frequently, we will use the i>clicker for quizzes on the readings, course opinion polls. Besides earning points for correct answers on reading quizzes, you will earn additional points just for participating in quizzes and opinion polls.

*How does this gadget work?*
Each i>clicker remote has a unique serial number on its back. Place a piece of scotch tape over that bar code and ID to preserve it. In order to receive credit for your i>clicker responses, you will need to register your i>clicker remote in class. I will project a registration screen with 3 easy steps to follow. You will look for your student ID number which will alphabetically scroll down the screen, so you must know or bring that number to class in order to register. Once your remote is registered, your ID number will no longer appear on that scrolling list and you are registered for the entire term. If for some reason you can’t follow these steps, please see me for help immediately. **Your i>clicker may be used every day in class, and you are responsible for bringing your remote daily and paying attention to its visual signal that confirms your vote has been received.** Missed points can’t be made up.
COURSE REQUIREMENTS

1. ATTENDANCE & PREPARATION:
   Your presence and active participation are an integral part of this course. Please come prepared and on time each day, having carefully read your assignment. I encourage slow, thoughtful reading, accompanied by your active engagement with the text via notes and underlining. If you do not understand your reading, you should slow down and read it again. If you have repeated difficulties with the reading, please come and see me! Perhaps I can make some suggestions that will help.

   Your questions and observations will enrich this class. We need each other’s questions, perspectives, and mutual help to fully understand the ideas and concepts that will be presented, so please don’t be shy!

   **How else is attendance rewarded?** The more consistently you attend, the better chance you’ll have of getting a high score. In addition, we will use the i>clicker for quizzes on the readings and various classroom activities.

   Points will be awarded for correct answers on quizzes, and for participation in quizzes and course opinion polls.

2. ASSIGNMENT POINTS:
   These points will be awarded for participation in class quizzes and polls using your I-clicker. For i>clicker quizzes, correct answers will score the highest points but all participants will earn some credit. Points will also be awarded for any non-i>clicker assignments or quizzes occurring in class or online.

3. ESSAYS & ROUNDTABLE DISCUSSIONS
   At weekly “Roundtable Discussions,” we will discuss issues raised by the lectures, and selected students will present brief response essays based on a preceding guest faculty lecture. Each of you will write an essay this once during the quarter.

   ---Presenters will receive a grade for their essays and another grade for their performance during their oral presentation of the essay and the ensuing discussion.

   ---Participation: You will be rewarded for your level of engagement in class. This doesn’t just mean talking in discussion; it also includes attending the lectures and discussions, asking meaningful questions, listening, and responding thoughtfully to the contributions of others. It also means being present, awake, alert, and engaged on a regular basis. Consult the participation guidelines you’ll receive in class.

4. FINAL PRESENTATION
   Working collaboratively with a partner, you will create and present a focused oral presentation using PowerPoint slides.
How your course grade is determined in HUM 196 HN

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<th>Component</th>
<th>% of grade</th>
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<tr>
<td>One brief essay for presentation at Roundtable Discussions (writing assessments).</td>
<td>20%</td>
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<td>Oral performance during the presentation and discussion of your own essay at a Roundtable Discussion.</td>
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<td>Participation</td>
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<td>Assignment Points: clicker points for quizzes and polls, as well as any other miscellaneous assignments or quizzes occurring in class or online.</td>
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<td>Final Presentation</td>
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**TOTAL** 100%

**Grading Scale**

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The cauldron will probably contain a few hundred points by the end of the quarter. Your score will be determined by how many of the possible points you earned (100%? 75%? etc.), and that score will be weighted as 20% of your course grade.

- Grades that fall within a point of a borderline may be raised at the instructor’s discretion to reward outstanding classroom participation. Classroom participation doesn’t just mean talking in discussion; it includes asking meaningful questions and responding thoughtfully to the contributions of others. It also means being present, alert, and engaged on a regular basis.

- Other grades you can receive in this class: W (student withdrawal – check deadline), V (instructor withdrawal -- by request only and at the option of the instructor), N (audit – you must sign up for this before the drop deadline)

- Grades NOT offered in this class: I (incomplete) & Y (in progress)

I expect **Academic honesty**.

- Students will not copy the work of others (this includes material in books as well as other students’ work) and submit it as if it were their own.
- For all assignments and quizzes, you are expected to do your own work without consulting anyone else.
- All parties involved in any cheating will receive failing grades regardless of who is at fault, so guard your work.
- Use of another person’s idea, whether you put quotations marks around it or not, constitutes **plagiarism** unless you accurately cite your sources.
- In addition, if you decide to paraphrase source material and do not substantially alter the wording and structure of the original, you commit **plagiarism even if** you cite the source! When in doubt, ask for help.

**Any violation of this policy will result in a 0 on the assignment with no chance to resubmit and/or a grade of F in the class.**
The FYI Page

CANVAS

- We have a “Canvas” website for this course. Because this course is face-to-face and not online, regular announcements and course handouts will not normally be available there. To know what’s going on, you must attend class.
- However, links to some free, online required reading may be posted on Canvas, and if inclement weather forces a campus closure, you should check Canvas for information (if you have power, that is!).
- To log in, go to https://everettcc.instructure.com to access it. You’ll need your student ID number and PIN. For FAQs and help, go to our EvCC e-learning website at http://www.everettcc.edu/elearning/canvas/
- If you don’t have fast and reliable internet access at home, plan on accessing Canvas from an on-campus computer. For a current list of computer lab locations and hours, go to http://www.everettcc.edu/administration/college-services/it/index.cfm?id=2476

Problems accessing Canvas?
Contact EvCC Canvas Support:
Phone: (425) 388-9367 or (Toll-free) 1(866) 575-9027
Email: elearning@everettcc.edu
Webpage: http://www.everettcc.edu/elearning
Offices: Whitehorse Hall, Rooms 210 & 211

For help accessing your email account or changing your password, please contact the IT helpdesk.
Phone: 425-388-9333, extension 1
Email: helpdesk@everettcc.edu
Office: Shuksan, Room 212 or 228

Problems using Canvas?
Check out Canvas’s own help website at http://help.instructure.com/home

Supported Browsers
Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas supports the last two versions of every browser release. We highly recommend updating to the newest version of whatever browser you are using as well as the most up-to-date Flash plug-in.

As of August 28, 2014, we support the following desktop browsers and Flash versions:
- Internet Explorer 10 and 11
- Chrome 36 and 37
- Safari 6 and 7
- Firefox 30 and 31 (Extended Releases are not supported)
- Flash 12 and 13 (for recording or viewing audio/video and uploading files)

Some supported browsers may still produce a banner stating your browser does not meet the minimum requirements for Canvas. If you have upgraded your browser but you are still seeing the warning banner, try logging out of Canvas and deleting your browser cookies: You can use this link for information about how to clear your browser cache: http://guides.instructure.com/s/2204/m/4214/c/34074
Remember to contact EvCC Canvas Support (see above) if you have problems with any of this.

The College will make reasonable accommodations for person with documented disabilities. Students should notify the Center for Disability Services office (located in Parks 267, right across from the bookstore) and their instructors of any special needs. Instructors should be notified as soon as possible.
My Expectations: Be Here Now!

The following list is dedicated to creating a classroom climate that is engaging, mutually respectful, and conducive to learning. Please think about all your actions in class in regards to the commonweal (that is, all the other people in the room with you who are hoping to use this time profitably).

1. When you come to class, please be present both physically and mentally. Please do not sleep, check email, surf the web, text message, or do homework for this class or any other) during our class hour.

2. Please turn off all electronic devices (such as phones, music players, and tablets and laptops) during the class hour.

3. Side-talk (whispering to your neighbor during class) is not acceptable in the college classroom. It shows disrespect to your fellow students and the instructor, and may make it difficult for others to hear what is being said in class. Students with hearing disabilities have often told me that they simply cannot hear the discussion when side-talk is occurring, no matter how “whispered” it is.

4. Take notes during class discussion and lecture. The material presented is directly relevant to understanding the books & preparing for the exams I suggest that you find a partner (or two!) so that if you miss a class, you can find out what you missed and obtain class notes. You can use Canvas to contact each other. That’s why it’s important to check it frequently and make sure you set up your college email account to forward all messages to your preferred email account.

5. Please make arrangements so that you don’t have to get up and leave in the middle of a class. If a departure is unavoidable, please sit right next to the door to minimize the disruption.

6. Also, please do not start packing up your books & papers before the hour is over. The noise is very distracting and it is disrespectful to whoever may be speaking at that time.

7. If you have to turn in a paper or talk to me outside of our class hour, please come to my office so that we may talk privately. It is not acceptable to interrupt while I am teaching another class. By the way, please do take advantage of my office hours! I value the time I get to spend with you one-on-one!

8. Please treat one another with respect and to tolerate a diversity of opinions and perspectives in the classroom. This includes listening to each person’s contribution.
Honors Program: A Student Guide

What is the Honors Program?
Distinguish yourself by choosing to participate in our new Honors Program, designed for students who are working towards their Direct Transfer Degree (AAS).

--Gain an edge in transferring to the 4-year college or university of your choice.
--Stand out from the crowd when you’re searching for a job.
--Roll up your sleeves and experience what professionals in your field actually do.
--Sharpen your writing skills and build your confidence.
--Explore new depths, broaden your horizons, and integrate your knowledge.
--Experience camaraderie with your peers and professors.

When?
The program starts in Fall Quarter, 2011.

Who is eligible?
YOU get to take the initiative in getting into Honors, but there is one initial requirement:
You must complete English 101 with a B or better in order to get started.

How can I know whether the Honors Program is for me?
You can try it out! You may take an H-section (Honors-designated sections will have an “HN” after the course number – for example, ENGL& 102 HN).
If you apply for admission to the program later on, these courses will “count” towards your Honors Program progress. Even if you decide not to apply for the Honors Program, your transcript will show that you took an Honors course.

How do I get started?
Before you can apply for Admission to the Honors program, you MUST take HUM 195 HN (3 credits) & HUM 196 HN (2 credits).
These two courses are the “gateway” into the program. After that, you file a short application for admission. You will be admitted as long as you finished both with a B or better, and have a GPA of 3.5 or better in all courses taken at Everett Community College.

Tell me more about these “Gateway” courses – HUM 195 HN (3 credits) & HUM 196 HN (2 credits).
--HUM 195 HN (3 credits) is titled “Honors Seminar: The Integration of Knowledge.” We’ll examine the theme of “Happiness” from the perspectives of various academic disciplines. The course will emphasize writing skills, critical thinking, and information literacy. You will also begin creating an academic portfolio to showcase your accomplishments.
--HUM 196 HN (2 credits) is titled “Honors Symposium.” Guest speakers and special events will alternate with your presentation of related projects, all focused on a common theme.

These two courses may be taken at the same time or separately, and will be taught in Winter & Spring Quarters, 2013.
--Even if you decide not to apply for the Honors Program, your transcript will reflect each of these as Honors courses.

After I am admitted to the program, what’s next?
You must complete an additional 20 credits of Honors courses:
--15 credits in H-sections AND/OR Honors Contracts in 2 different DTA distribution areas (Distribution areas are Humanities, Social Sciences, & Natural Sciences)
PLUS
--The 5-credit Capstone Project
What are these three types of Honors classes?

--**H-section** = An Honors section of an existing, high-enrollment transfer-level course. Honors students will receive a code for priority registration in these courses. After 48 hours, enrollment will be opened up to other students.

--**Honors Contract** = Only for students admitted to the Honors Program. Any transfer-level course can be taken for Honors credit by arrangement between a student and an instructor. To initiate an Honors Contract in a course you’re taking, you would first find out if the instructor is willing, and then write up a proposal/contract to be approved by the Honors Director. If approved and successfully completed, the word “Honors” will be inserted into the course title on your transcript.

--**Honors Capstone Project** = Only for students admitted to the Honors Program. A directed independent study for 5-credits, the project may be spread across 1-3 quarters. To initiate an Honors Capstone Project, you would first find out if an instructor is willing, and then write up a proposal/contract to be approved by the Honors Director. This project would complete the academic portfolio you first created in HUM 195 HN.

**How do I finish?**

Once you have met the program requirements just described, including an EVCC GPA of 3.5 or better, you apply for designation as an Honors Program Graduate. That achievement will be noted on your transcript.

**How do these Honors courses fit into my Direct Transfer Degree? Will it take me longer to graduate?**

By careful design, you can make each Honors course fit into your degree requirements and major emphasis. When you are formally admitted to the program, we will assist you in making that happen smoothly.

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**How can I get more information?**

--Contact Lori Wisdom-Whitley, Honors Director, **HonorsAtEverett@everettcc.edu** or Carrie Wyatt, Honors Coordinator, **cwyatt@everettcc.edu** or talk to me (your instructor!). Also, check out the website at **www.everettcc.edu/honors**
**Course Schedule**

Assignments are always due on the day listed

This schedule is tentative: modifications may be announced in class. It is your responsibility to note & follow any announced changes; thus, if you miss class, you should ascertain whether any changes have been made. Our Canvas site is a good place to obtain such information.

Lectures are open to the campus and community and meet in JKC 106 (with one exception as noted in the schedule below).

Roundtable discussions (Thursdays) are restricted to class members only. You should always come prepared to comment on the week’s reading and symposium presentation. In addition, you will each sign up for a particular Thursday on which you will present a brief reflection and/or background essay on a preceding guest faculty lecture.

**Homework is always due in class on the day it is listed.**

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<th>Day #</th>
<th>Date</th>
<th>Homework is always due in class on the day it is listed.</th>
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<td>1</td>
<td>Jan 6</td>
<td>Welcome and course introduction.</td>
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<tr>
<td>2</td>
<td>8</td>
<td>Read first half of C.P. Snow’s essay, “The Two Cultures” (1959), pp. 1-29 (posted on Canvas) (As with all assignments, complete this assignment before class today).</td>
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<tr>
<td>Week II</td>
<td>Jan</td>
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<td>3</td>
<td>13</td>
<td>Go to Canvas and read background assignment provided for today’s presentation in JKC 105. Symposium #1: Cynthia Clarke, Anthropology “FIRE! (Biology-Environment-Culture)” Meet in JKC 106</td>
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<td>4</td>
<td>15</td>
<td>Read second half of C.P. Snow’s essay, “The Two Cultures” (1959), pp. 30-58. Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Week III</td>
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<td>5</td>
<td>20</td>
<td>Go to Canvas and read background assignment provided for today’s presentation in JKC 105. Symposium #2: Dr. Fayla Schwartz. Biology in JKC 106 “Genetics &amp; Aesthetics: Artificial Selection, Eugenics, &amp; Gene Therapy”</td>
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<td>6</td>
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<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Week IV</td>
<td>Jan</td>
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<td>7</td>
<td>27</td>
<td>Read background assignment provided for today’s presentation in JKC 106. Symposium #3: Dr. Charles Fischer, English “Frankenstein: The Dark Side of STEM.” How the marriage of technology and capital devastated labor and undermined basic human rights.</td>
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<td>8</td>
<td>28</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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<td>Week V</td>
<td>Feb</td>
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<td>9</td>
<td>3</td>
<td>Read background assignment provided for today’s presentation in JKC 106. Symposium #4: Dr. Andrew Vanture, Physics &amp; Astronomy “Mars: SciFi and Science”.</td>
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<td>10</td>
<td>5</td>
<td>Roundtable Discussion of Tuesday’s lecture &amp; assigned reading in our classroom.</td>
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