Instructor: Travis Perry  
Email: tmperry@temple.edu

Course Description
Mosaic I is an opportunity to find connections between texts, ideas, and problems from different vantage points. Our strategy will be to use discussion, critical thinking, and a variety of assignments to provoke thought as we engage with an array of texts.

We must bear in mind that the primary goal this semester is not to choose a single vantage point or text to settle the questions we face. Rather, our goal will be to formulate the questions themselves, and then build strategies for addressing those questions.

With this in mind, I suggest that we move forward focused on how the many and varied relationships that make up human life shape our worldview. We’ll push the boundary of what it means to have relationships. Can we have a relationship with our ideas, values, or convictions? What do interpersonal and *intrapersonal* conflicts reveal about us, our values, our goals? Can we choose the type of relationships we have with others, or even with ourselves? Or are relationships determined by circumstance and personality? Finally, how do our values and relationships, whatever form they take, shape one another?

Course Objectives
Upon completion of the Mosaic sequence, students will be able to:
- Read in its entirety an unfamiliar and problematic written text (theoretically, historically, or culturally challenging);
- Recognize abstractions, large ideas, and implications associated with difficult written texts;
- Make connections across disciplines, history and cultural boundaries;
- Construct positions, arguments, and interpretations through textual analysis and evaluation;
- Produce thoughtful writing that reflects persuasive position and the conventions of academic discourse.

Disability Statement
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 coordinate reasonable accommodations for students with documented disabilities.

Student and Faculty Academic Rights and Responsibilities Statement
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: 
[http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).
Syllabus for Mosaic I, Section 173  
Fall 2015

Required Texts
Please buy or borrow each of the following texts.

- Any other readings will be on Blackboard.

Assignments and Evaluation

- Participation and Attendance: 20%
  - We will have an in–class activity at each class meeting. There will be no opportunity to make up lost points due to absence.
  - Absences for illness or emergency will be excused only if written documentation explaining the reason for absence is provided.
  - It is essential that everyone bring the day’s assigned reading to class.
- Discussion Leading: 5%
  - Beginning in Week Three, every Monday we will set aside time for student-directed discussions of the previous week’s reading. I will distribute a detailed explanation of this assignment, my expectations, and a grading rubric.
- Field Trip 10%
  - Each student will attend an event outside of class (on or off campus) that relates to an issue or text from the class, and then write a reflective essay on the experience. I will distribute a list of events and more specific guidelines for the essay.
- Three Analytical Writing Assignments: 30% (10% each)
  - The format of these assignments will vary. We can work together to find the best assignment to fit our intellectual interests at the time. I will distribute a detailed explanation of this assignment, my expectations, and a grading rubric.
- Dialogue Project: 35%
  - The final project for the course will be in the form of a written dialogue. The project is made up of two preparatory assignments (5% each), and the final product (25%), an original written analytical dialogue of 1500 to 1750 words.
  - This is likely to be a new type of assignment for most students, so we will spend a significant amount of time preparing for the assignment and discussing specific strategies for writing a successful dialogue.
Course Policies, Requirements, and Expectations

- Late Work
  - All work turned in late will be penalized one fraction of a letter grade for class each day it is late; i.e. one class day late changes what would have been an A to an A–.
  - I do not grant extensions except in emergency situations.
  - Notify me as soon as possible if you are unable to submit your work on time. Together we will consider the circumstances and decide whether an extension is appropriate.

- Earning a Passing Grade for the Class
  - Students who do not earn at least a C– in this course will be required to repeat Mosaic I. This is a University policy.

- Creating an Open Classroom
  - We will address sensitive, often controversial issues in this course. I want us to have lively, honest, and fulfilling conversations, so curiosity, patience, and above all else respect for both your classmates and for me are essential in each of our discussions.
  - Disrespectful, offensive, or abusive language will absolutely not be tolerated. Such language is not conducive to fruitful dialogue, academic or otherwise.

- Classroom Etiquette
  - Please refrain from using electronic devices in a way that distracts your classmates.
  - Because our class is based on discussion it is important to be attentive to your classmates, so please limit side conversation.
  - Students are required to bring a copy of the assigned reading to class. We will always discuss the text assigned for the day, and you will often need to refer to the text

Please note that this syllabus is intended as a guide. We may see fit to alter readings, due dates, or other aspects of the syllabus depending on our progress and interests. Any changes will be communicated as early as possible.

Academic Honesty

Plagiarism or “cheating” in any form is absolutely unacceptable. Plagiarized assignments will receive no credit and students who plagiarize may fail the course and be subject to Temple University sanctions as defined by the “Temple University Student Code of Conduct.” See http://policies.temple.edu (policy number 03.70.12) for further reference.
Course Catalog Information
Intellectual Heritage 0851; Gen Ed Mosaics I
Class Meeting Time: MWF 9:00-9:50
Class Location: Tuttleman Learning Center 407AB
Section: 173
CRN: 9334

IH 0851 – Mosaic: Humanities Seminar I
Through the analysis, synthesis and evaluation of challenging primary texts and their contexts, students are introduced to core humanities concepts. This theme-based course, the first of a two-course sequence, presents texts across cultures, histories and disciplines. Students investigate the nature of the individual in human society through the examination of psychological, social and political texts in dialogue with examples from art and literature. Duplicate Credit Warning: All students are required to take a two-semester sequence of Intellectual Heritage (unless they transferred 45 credits or more or an approved Associate's Degree). Intellectual Heritage/Mosaic Humanities Seminar I is currently numbered 0851 or 0951 for Honors and was previously known as 1196, 1996, X051, and X091. Intellectual Heritage/Mosaic Humanities Seminar II is currently numbered 0852 or 0952 for Honors, and was previously known as 1297, 1997, X052, and X092. Students who have completed the first semester of Intellectual Heritage (1196, 1996, X051, or X091) are permitted to take either IH 0851 or 0852 to complete their requirements. Students will not receive additional credits if two courses are taken from the second semester options (0852, 0952, 1297, 1997, X052, and X092); only one course of these options will carry graduation credit.

Credit Hours: 3.000
Levels: Undergraduate
Schedule Types: Base Lecture
Division: Undergraduate
Department: CLA: Intellectual Heritage
Course Attributes:
Gen Ed Mosaics I
## Course Calendar

### Week One 8/24
- **Monday**  
  • Course Introduction
- **Wednesday**  
  • Why the Humanities? (Posted on Blackboard)
- **Friday**  
  • What Is Critical Thinking? (Posted on Blackboard)

### Week Two 8/31
- **Monday**  
  • *Trials of Socrates: Apology*, 17a–24b (pp. 26–36)
- **Wednesday**  
  • *Trials of Socrates: Apology*, 24b–31c (pp. 36–47)
- **Friday**  
  • *Trials of Socrates: Apology*, 31c–42a (pp. 47–61)

### Week Three 9/7
- **Monday**  
  • No Class
- **Wednesday**  
  • Ecclesiastes, *Holy Bible*
- **Friday**  
  • Ecclesiastes, *Holy Bible*

### Week Four 9/14
- **Monday**  
  • *Laozi, The Daodejing of Laozi*; Chapters 41, 71, 8, 9, 25, 28, 33  
  • First Analytical Writing Assignment Due (Sunday, September 13, 10 pm)
- **Wednesday**  
  • *Laozi, The Daodejing of Laozi*; Chapters 20, 21, 27, 36, 56, 19
- **Friday**  
  • *Laozi, The Daodejing of Laozi*; Chapters 3, 14, 15, 22, 24, 17, 57, 60, 30

### Week Five 9/21
- **Monday**  
  • Preface and Introduction (pp. vi–xxxv) in *Theban Plays*
- **Wednesday**  
  • *Antigone*, in *Theban Plays*, Lines 1–330 (pp. 1–16)
- **Friday**  
  • No Class

### Week Six 9/28
- **Monday**  
  • *Antigone*; Lines 330–625 (pp. 16–30)
- **Wednesday**  
  • *Antigone*; Lines 625–985 (pp. 30–44)
- **Friday**  
  • *Antigone*; Lines 985–1350 (pp. 44–60)

### Week Seven 10/5
- **Monday**  
  • *Le Guin, The Left Hand of Darkness*; Chapters 1–4 (pp. 1–48)  
  • Second Analytical Writing Assignment Due (Sunday, October 4, 10 pm)
- **Wednesday**  
  • *The Left Hand of Darkness*; Chapters 5–6 (pp. 49–94)
- **Friday**  
  • *The Left Hand of Darkness*; Chapters 7–10 (pp. 95–158)
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<th>Week</th>
<th>Monday</th>
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<tr>
<td>Eight</td>
<td>The Left Hand of Darkness; Chapters 11–13 (pp. 159–197)</td>
<td>The Left Hand of Darkness; Chapters 15–16 (pp. 198–254)</td>
<td>The Left Hand of Darkness; Chapters 17–20 (pp. 255–325)</td>
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<td>Nine</td>
<td>Introduction (pp.xii–lii), The Epic of Gilgamesh</td>
<td>Dialogue Topic Selection Due (Sunday, October 18, 10 pm)</td>
<td>The Epic of Gilgamesh; Tablets I, II</td>
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<td>The Epic of Gilgamesh; Tablets III, IV, V</td>
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<td>Ten</td>
<td>The Epic of Gilgamesh; Tablets VI, VII</td>
<td>The Epic of Gilgamesh; Tablets VIII, IX</td>
<td>The Epic of Gilgamesh; Tablets X, XI</td>
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<td>Eleven</td>
<td>Introduction to Daoism (Posted on Blackboard)</td>
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<td>Laozi, The Daodejing of Laozi; Chapters 1, 2, 4, 25, 32, 42</td>
<td>Third Analytical Writing Assignment Due (Sunday, October 25, 10 pm)</td>
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<td>Laozi, The Daodejing of Laozi; Chapters 10, 11, 37, 40, 43, 47, 63</td>
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<td>Laozi, The Daodejing of Laozi; Chapters 44, 49, 51, 53, 55, 54, 67</td>
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<td>Twelve</td>
<td>Buber, I and Thou; Afterword (pp. 171–182), First Part (pp. 54-67)</td>
<td>Buber, I and Thou; First Part (pp. 67–85)</td>
<td>Buber, I and Thou; Second Part (pp. 87–107)</td>
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<td>Thirteen</td>
<td>Buber, I and Thou; Second Part (pp. 107–122)</td>
<td>Dialogue Character Selection Due (Sunday, November 15, 10 pm)</td>
<td>Buber, I and Thou; Third Part (pp. 143–168)</td>
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<td>Closing Discussion</td>
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