

**Syllabus: tritoned.ucsd.edu
(CAT 1, “Syllabus” tab)**

**Note: Course lectures and power point
slides available at:
podcast.ucsd.edu**

Writing Resources at UCSD:

<https://students.ucsd.edu/academics/success/writing-programs.htm>

Culture, Art, and Technology I
Syllabus and Essay Prompts
Fall Quarter 2017 (Section A00)

M, W, F, 9-9:50 AM, CSB 001

Instructor:

Guillermo Algaze, Office: SSB 276 (Social Sciences Bldg); 534-2965;
galgaze@ucsd.edu; Office hours: M and W, 11AM-Noon or by
appointment.

Teaching Assistants/Sections

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Catherine Czacki	cczacki@ucsd.edu	A02	M, 11am, CENTR 218
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Cancelled		A07	Cancelled
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About this course:

Our section of CAT 1 focuses on a key question: "How did human beings come to have culture, art, and technology in the first place?" The course is centered on the human capacity for technological innovation and symbolic representation. It presents a global historical overview of the general principles and patterns of past human development, and focuses particular attention on the interrelationships between demographic, cultural, and technological changes in the last 50,000 or so years of the human career.

Readings:

Textbooks (Available at UCSD Bookstore):

- ° Diamond, J. (any edition: 1997, 1999, 2003 or 2005). Guns, Germs, and Steel: The Fates of Human Societies. New York: WW Norton.
(Available in Price Center Bookstore).

°Graff, G. and Birkenstein C. 2017. CAT Custom edition of They Say I Say. Norton Custom Library (Available in Price Center Bookstore).

Other Readings. Except for the textbooks, all course readings (as noted in the Class Syllabus below) are available through UCSD's TritonED (triton.ed.ucsd.edu). Please note that all readings listed should be completed by the middle of the week for which they are listed.

Course requirements and grade components:

Essay 1 – **20%** (described below) summarizes and analyzes class readings and should be ca. 600-800 words in length).

Essay 2 – **30%** (described below) summarizes and analyzes agriculture and sedentism as technological innovations and discusses their significance for the human career (800-1,000 words in length).

Weekly Participation: (a) In-class Questions (starting Week 2) (**15%**); (b) Weekly Artifact Blogs (starting Week 3) (**15%**); and (c) TA Section Participation (**20%**).

- (a) In-Class Questions. Starting in the second week of the course, one question per week will be given out to students at the end of one of the 3 weekly classes. The question will pertain to class lectures and discussions. Students will have 48 hours to write a brief (2-3 paragraphs) blog entry answer to the question. The link to the blog is at the CAT 1 Course webpage in TritonED.
- (b) Weekly Artifact Blog Posts. Starting in the third week of the class, students will write a blog post comment on an "Artifact of the Week" that embodies some of the transformations in human culture, art and technology being discussed in class that week. The link to the blog is at the CAT 1 Course webpage in TritonED. The brief blog post (2-3 paragraphs) should describe the artifact in question and discuss its significance for our understanding of human culture and/or art and/or technology. Weekly posts are due by Sunday of each week. Artifact Images for Weeks 3-10 are appended to this syllabus (note that there are no images for weeks "0", 1 and 2 and no posts are expected in those weeks).
- (c) TA Sections. Each student has been assigned to one of 7 different discussion sections, four meeting on Monday and 4 meeting on Wednesday. Attendance to your assigned section is mandatory, as is completion of all work assigned by section TA's.

Essay Due Dates

<u>Work Due</u>	<u>Where Due</u>	<u>Date Due</u>
Draft of <u>Essay 1</u>	Class <i>and</i> turnitin.com	Oct. 18
<i>Final</i> Version of <u>Essay 1</u>	Class <i>and</i> turnitin.com	Nov. 1
Draft of <u>Essay 2</u>	Class <i>and</i> turnitin.com	Nov 22
<i>Final</i> Version of <u>Essay 2</u>	Sixth College Office <i>and</i> turnitin.com	Dec 13

Blog Posts Due Dates

Artifact of the Week	TritonED, CAT 1.	Sunday of every week. Starting Week 3.
In-Class Weekly Questions	TritonED, CAT 1.	48 hours after question is given out. Starting Week 2.

CLASS SYLLABUS

Week “0”: September 29:

Introduction, course structure and goals: answers come and go, but big questions ... those are forever!

READ TEXTBOOK: Diamond 1997/2005: Prologue; Carr 2008.

Week 1: October 2, 4, 6:

The broad sweep of human history:

- a. Prehistory: How do we know what we know?
- b. biogeographical and cultural perspectives on Diamond’s work.

READ TEXTBOOK: Diamond 1997/2005: Chapters 1-3;

READ TEXTBOOK: Graff and Birkenstein 2017: Chapter 1.

Week 2: October 9, 11, 13:

Human origins and the origins of human culture(s)

- a. What is culture? Is culture uniquely human? “Nature” versus “Nurture”: Where does biology end – if indeed it does -- and culture begin?
- b. Culture Change: Does History (with a capital H) have a direction? If it does, what provides it?

READ TritonED: McNeill 1997

READ TEXTBOOK: Graff and Birkenstein 2017: Chapter 2.

BLOG POST DUE: Question of the Week.

Week 3: October 16, 18, 20:

The Origin of Technology?: everything you wanted to know about the first 2 million or so years of humanity in 50 or so minutes!

The Wrangham Hypothesis and the Domestication of Fire -- The First Technological Revolution?

READ TritonED: Lewin 1999: 111-154; Wong et al. 2014; Townsend 2005.

READ TEXTBOOK: Graff and Birkenstein 2017: Chapter 3.

BLOG POST DUE (Sunday): Description and discussion (significance) of “Artifact of the Week” for Week 3 (Haddar “Chopper”).

BLOG POST DUE: Question of the Week.

PAPER DUE: Draft of Essay 1. Bring printed draft of your essay to class on **Wednesday, Oct 18**. Draft is also due on turnitin.com (link in TritonEd for class) by the end of the same day.

Week 4: October 23, 25, 27:

Human Evolution: Out of Africa (again!): Homo Sapiens Sapiens leaves home and colonizes the world.

READ TritonED: Lewin 1999: pp. 189-206; Wong et al. 2014.

Why did Homo Sapiens Sapiens prevail?: The “Big Bang” or “Great Leap Forward” of Human Culture.

READ TritonED: Klein 2008, 2009.

WATCH: Richard Klein talking about his work:

https://www.youtube.com/watch?v=qUp_6n8x3D0

BLOG POST DUE: Question of the Week.

BLOG POST DUE (Sunday): Description and discussion of “Artifact of the Week” for Week 4 (Fire).

READ TEXTBOOK: Graff and Birkenstein 2017: Chapter 4.

Week 5. October 30, Nov 1, 3.

The Prehistory of Mind 1: Intelligence, Language, Technology, Cooperation, and the Evolution of (increasingly) Large Brains and Progressively More Complex Cultures.

READ TritonED: Ehrlich 2000 (chaps 1, 6); Moll and Tomasello 2007.

The (Prehistoric) Birth of Art

What is art? When does it begin? Why then? What does art tell us about humans?

READ TritonED: White 2003: 19-60.

BLOG POST DUE: Question of the Week.

BLOG POST DUE (Sunday): Description and discussion of “Artifact of the Week” for Week 5 (Lascaux).

PAPER DUE: Final Version of Essay 1. Essay (on paper) will be collected in class, **Wednesday, Nov. 1**. Paper is also due on turnitin.com by the end of the same day.

Week 6. November 6, 8, Note: No Class Veteran’s Day Nov. 10.

The Second Technological Revolution: Agriculture and Sedentism and the making of the “modern” world.

READ TEXTBOOK: Diamond 1997/2005: Chapters 4-10.

READ TEXTBOOK: Graff and Birkenstein 2017: Chapter 5.

BLOG POST DUE: Question of the Week.

BLOG POST DUE: Description and discussion of “Artifact of the Week” for Week 6 (Natufian Sickles).

DO: CAT 1 Library Workshop. Please discuss with your TA and register for one of the available time slots on Nov 6-9, (described in Appendix 1, below).

Week 7: November 13, 15, 17.

The Second Technological Revolution, cont.: An Archaeological case study from the Near Eastern “Fertile Crescent.”

READ TEXTBOOK: Diamond 1997/2005: Chapters 4-10.

READ TEXTBOOK: Graff and Birkenstein 2017: Chapter 6.

BLOG POST DUE: Question of the Week.

BLOG POST DUE: Description and discussion of “Artifact of the Week” for Week 7 (Chatal Höyük).

Week 8: November 20, 22 (Note: No Class Fri, Nov 24: Thanksgiving).

The Third Technological Revolution: Urbanism and the State:

The urban revolution: What is a city? How, where, and why do they emerge?

Why do cities matter? Proximity, specialization, information flow, and the nature of innovation in cities.

The State: How Chiefs Become Kings.

The institutionalization of social hierarchy.

READ TEXTBOOK: Diamond 1997/2005: Chapter 14.

READ TEXTBOOK: Graff and Birkenstein 2017: Chapter 7.

READ TritonED: Flannery and Marcus 2012: Chapter 17.

BLOG POST DUE: Question of the Week.

BLOG POST DUE (Sunday): Description and discussion of “Artifact of the Week” for Week 8 (Uruk Temples).

PAPER DUE: Draft of Essay 2 (below). Bring printed draft of your essay to class on **Monday, November 20**.

Week 9: November 27, 29, December 1.

Social, technological, political, and artistic consequences of the urban revolution: theoretical discussions and an example from ancient Mesopotamia.

READ TritonED: Algaze 2012; Flannery and Marcus 2012: Chapters 21, 22; Schmandt-Besserat 1993.

READ TEXTBOOK: Diamond 1997/2005: Chapter 14.

BLOG POST DUE: Question of the Week.

BLOG POST DUE (Sunday): Description and discussion of “Artifact of the Week” for Week 9 (Royal(?) Figure).

Week 10: December 4, 6, 8.

a. Does technology drive history or does history drive technology, or both?

b. “Technologies of the intellect.” The pen is mightier than the sword!

c. The diffusion of information: the origins of writing.

READ TEXTBOOK: Diamond 1997/2005: Chapters 12-13.

READ TritonED: Heilbrunner 1967.

BLOG POST DUE: Question of the Week.

BLOG POST DUE (Sunday): Description and discussion of “Artifact of the Week” for Week 10 (Cuneiform Tablet).

Finals Week.

PAPER DUE (in lieu of in-class final exam): The final version of Essay 2 is due in paper form by **10.59 am, Wednesday, Dec. 13**. Course TA’s will be in

Sixth College's CAT Office between 10 and 11 am to collect the essays. The essay is also due via turnitin.com by the end of the same day.

ESSAY PROMPTS

Essay 1 (ca. 600-800 words = 3-4 pages, Times 12 pt., double-spaced): *On the basis of your readings of Diamond's book so far (Prologue and Chapters 1-3), and of McNeill's (1997) review of the book, briefly summarize the main arguments that Diamond makes and the key points of criticism that McNeill raises in his review of Diamond's book. Further, in your opinion, did McNeill have some good points that add to what Diamond was trying to say? If yes, please detail which ones and why and, if no, please explain why not.*

Essay 2 (ca. 800-1000 words = 4-5 Pages, Times 12 pt., double-spaced): *Please analyze and discuss the following statement:*

"When considered in the context of the human career as a whole, the domestication of plants and animals, on the one hand, and the emergence of cities and states, on the other, can be conceptualized as technological revolutions."

Your answer should address this statement both in the abstract (e.g., what is a technology and in what way, if any, do the various phenomena just listed qualify as technologies?) and in reference to actual evidence from early agricultural villages and cities in the Ancient Near East (or any other area of the world).

Your answer should consider class lectures, TA discussions, and pertinent assigned readings. When possible, use concrete examples to illustrate your arguments. This could easily be done by incorporating pertinent information contained in your "Artifact of the Week" blog posts for Weeks 6-10.

BIBLIOGRAPHY

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2012 "The End of Prehistory and The Uruk Period." In The Sumerian World, edited by Harriet Crawford. London: Routledge. Pp. 68-94.

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<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>

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1997-2005 Guns, Germs, and Steel: The Fates of Human Societies. New York: WW Norton.

Ehrlich, P.

2000 Human Natures. Washington DC: Island Press. Chapters 1 and 6.

Flannery K.V. and J. Marcus

2012 The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy, Slavery, and Empire. Cambridge: Harvard University Press. Chapters 17, 21, 22.

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2017 They Say I Say. CAT Custom edition: Norton Custom Library.

Heilbroner, R.

1967 "Do Machines Make History?" Technology and Culture 8: 335-345.

Klein, R.

2008 "Out of Africa and the Evolution of Human Behavior." Evolutionary Anthropology 17: 267-281.

2009 "Darwin and the Recent African Origin of Modern Humans." Proceedings of the National Academy of Sciences 106: 16007-16009.

Lewin, R.

1999 Human Evolution: An Illustrated Introduction, 4th Edition. Malden (MA): Blackwell.

McNeill, W.

1997 "History Upside Down." The New York Review of Books, May 15, 1997.

Moll, H. and M. Tomasello

2007 "Cooperation and Human Cognition: The Vygotskian Intelligence Hypothesis." The Royal Society, Philosophical Transactions B. DOI: 10.1098/rstb.2006.2000.

Schmandt-Besserat, D.

1993 "Images of Enship." In: M. Frangipane, H. Hauptmann, M. Liverani, P. Matthiae, and M. Mellink, eds. Between the Rivers and Over the Mountains. Archaeologica Anatolica et Mesopotamica Alba Palmieri Dedicata. Roma: Dipartimento di Scienze Storiche Archeologiche e Antropologiche Dell'Antichita Universita di Roma "La Sapienza". Pp. 201-219.

Townsend, E.

2005 "The Cooking Ape: An Interview with Richard Wrangham." Gastronomica 5: 29-37.

White, R.

2003 Prehistoric Art: The Symbolic Journey of Humankind. New York: Harry N. Abrams.

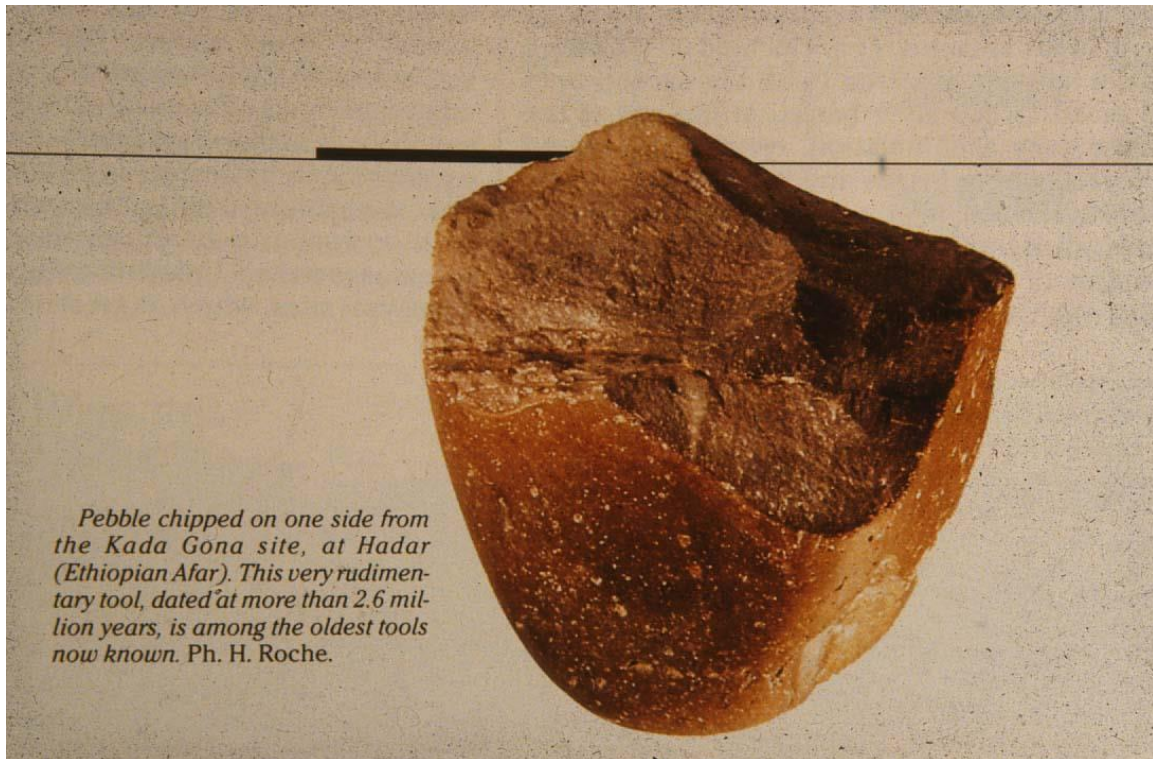
Wong, K., et al.

2014 "Evolution: the Human Saga." Scientific American 2014: 36-91.

ARTIFACTS OF THE WEEK

Artifact of the Week, Week 3.

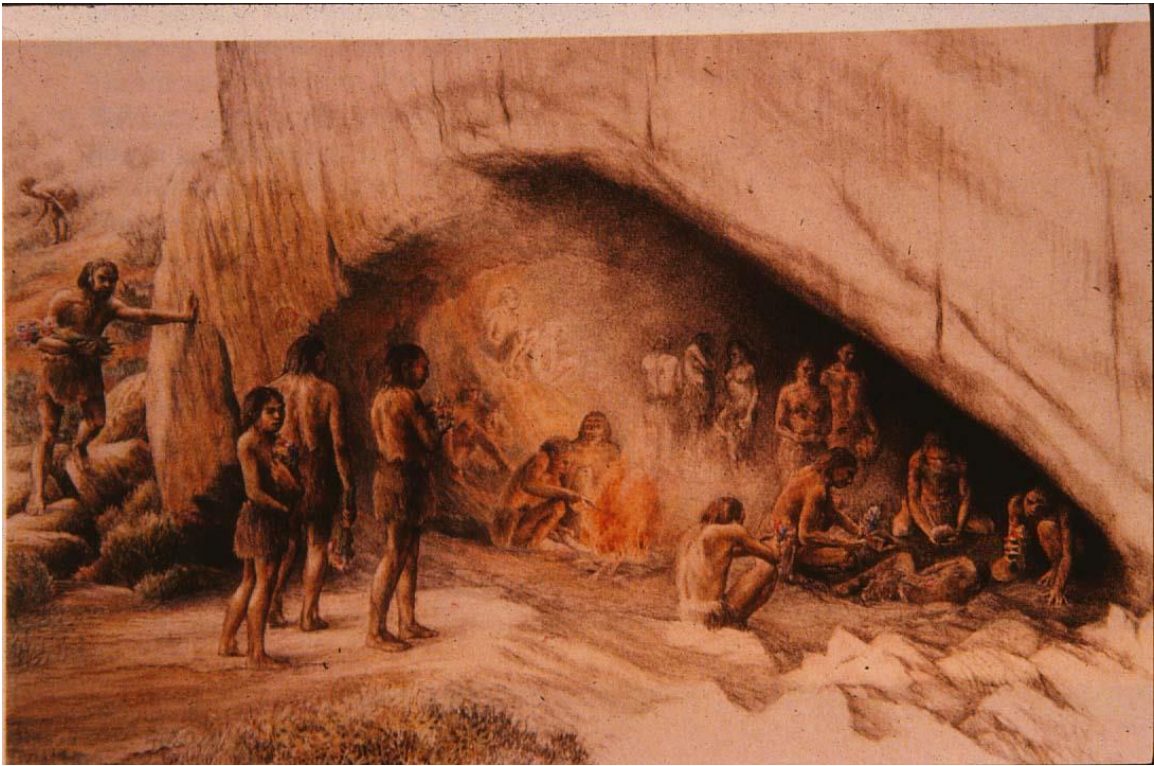
Oldowan Tool: "Chopper," from Hadar, Ethiopia. Ca. 2.5/2.6 MYA (what?, significance?)



Pebble chipped on one side from the Kada Gona site, at Hadar (Ethiopian Afar). This very rudimentary tool, dated at more than 2.6 million years, is among the oldest tools now known. Ph. H. Roche.

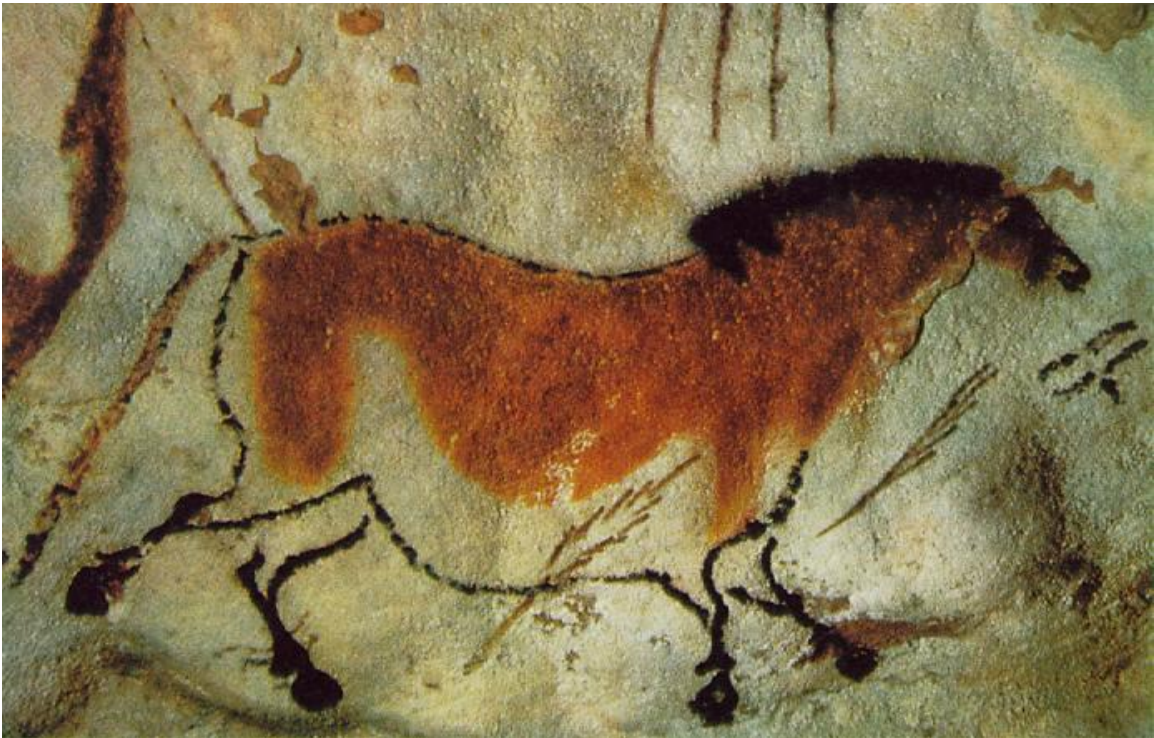
Artifact of the Week, Week 4.

Homo Erectus' control of fire (when?, significance for human career?)



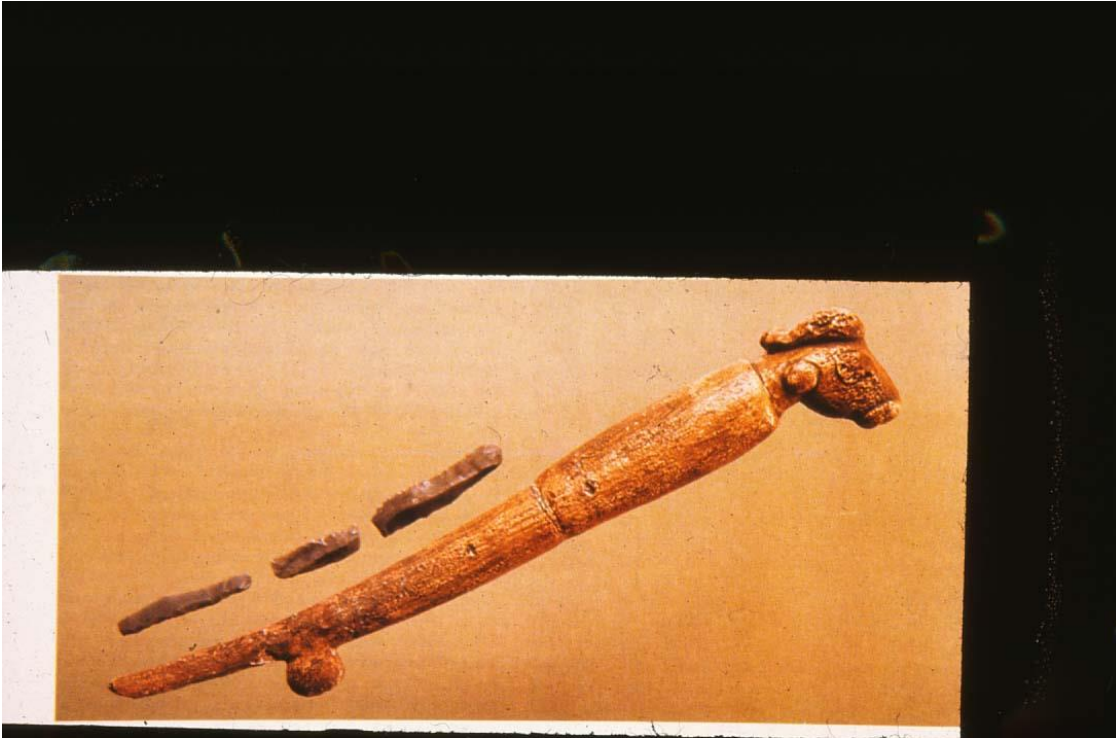
Artifact of the Week, Week 5.

Upper Palaeolithic Cave Painting from Lascaux Cave, France (what?, where?, significance of these types of images?)



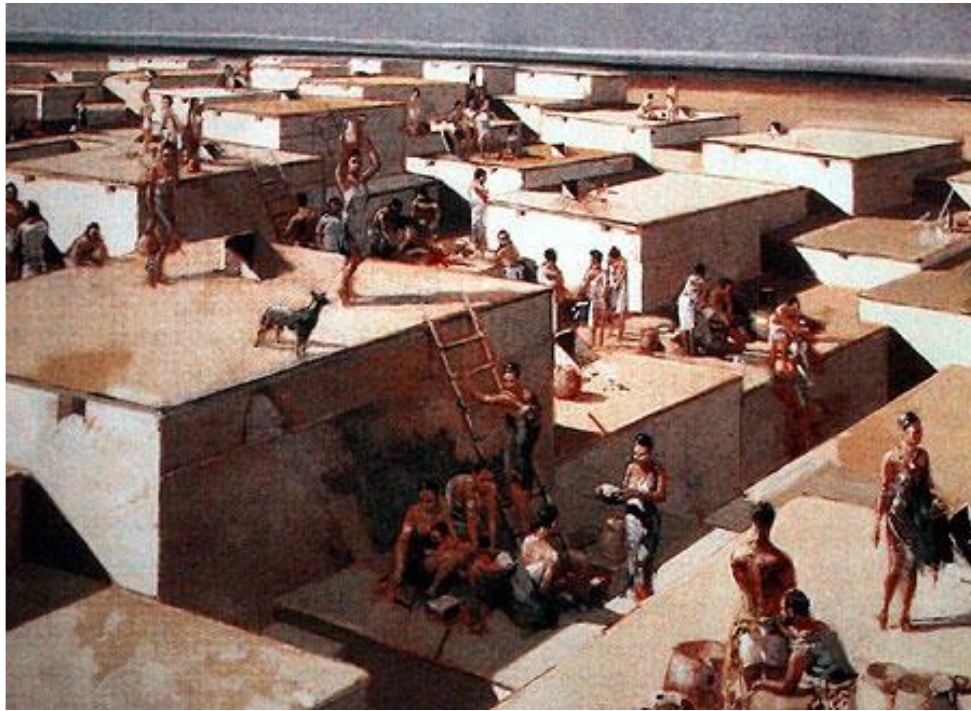
Artifact of the Week, Week 6.

Natufian Sickle with Microliths (What is its?; what is its function?; what is the significance of this new technology?).



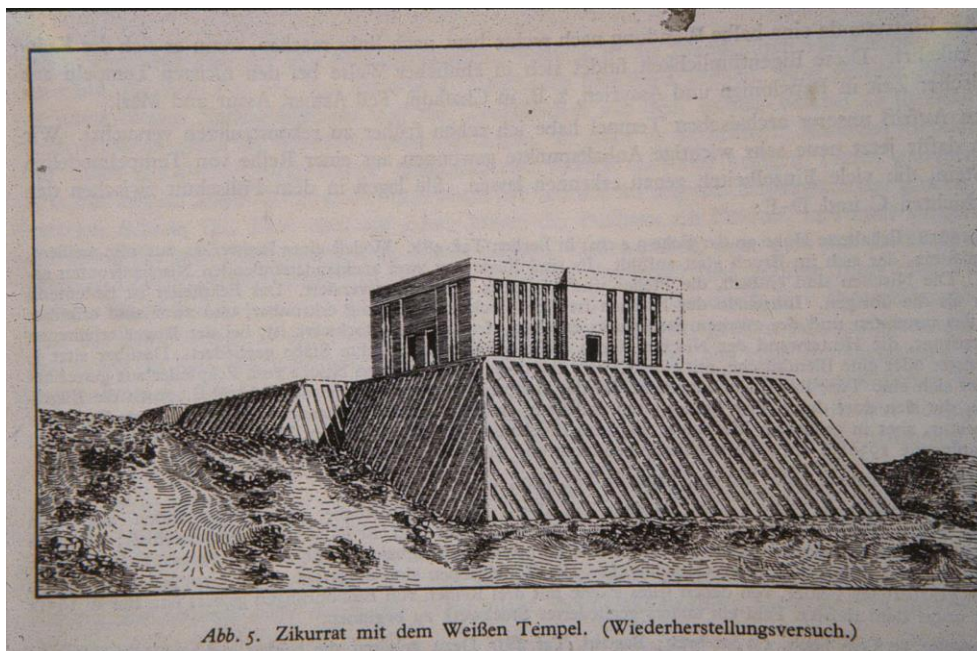
Artifact of the Week, Week 7.

Artists' reconstruction of village of Chatal Höyük (alternative spelling: Çatal Hüyük), Turkey. What?; When?; What is the significance of sites such as this in terms of human social organization and resource exploitation?



Artifact of the Week, Week 8.

“White Temple” Late Uruk Period (second half 4th mill BC) from Uruk (Warka) in Iraq
 (Remains as excavated and reconstruction [below]).
 What is it?; what is its significance?; and in what social context do such structures emerge?



Artifact of the Week, Week 9.

Impression of Late Uruk Period cylinder seal and statuette from Iraq (both second half 4th millennium BC). Who is the individual depicted in these images?; what is his significance?



Artifact of the Week, Week 10.

Pictographic "Cuneiform" Tablet from Uruk/
Warka, Iraq, ca. 3200 BC. What is it?; can this be considered an information
technology? what is its significance in terms of the capabilities of human societies?



CAT POLICIES:

Receipt of this CAT syllabus constitutes an acknowledgment that you are have understood and are responsible for understanding and acting in accordance with the following CAT and UCSD guidelines, including the UCSD principles of community and guidelines on academic integrity.

1. ASSIGNMENT SUBMISSION

A. Due Dates

- The writing process itself is important in developing writing and argumentation skills. An assignment may receive an F if a student does not participate in **every** phase of the development of the project and **meet all deadlines** for preliminary materials (proposals, drafts, etc).
- Failure to submit **any** of the graded course assignments is grounds for failure in the course.
- If a final draft, plus required addenda, is not submitted **in class on the date due**, it will be considered late and *will lose one letter grade for each day or part of a day past due* (A to B, etc.).
- You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

B. Turnitin

- Assignments are due in hard copy as well as via turnitin (via TritonEd). Final drafts must be submitted to Turnitin **BY MIDNIGHT** on the day they are submitted in class.
- A grade will not be assigned to an assignment until it is submitted to Turnitin via TritonEd. Failure to submit an assignment to Turnitin via TritonEd is grounds for failure of the assignment.

2. ATTENDANCE

- On-time attendance in lecture and section is required. Regular attendance will be taken in both lecture and section.
- Please notify your TA if you must be absent for illness or family emergency.
- You may miss up to three classes in a term without penalty (this includes lecture and section).
- Missing more than three class sessions, either lectures or sections, will result in deducting $\frac{1}{3}$ of a letter grade off your final course grade (i.e. an A- would become a B+). Missing 8 or more classes, is grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.

3. TECHNOLOGY

- For in-class technology, we ask that you use your best judgment and common sense. Each CAT instructor may have a different specific policy in relation to technology, but broadly, if and when you use technology in the classroom, it should directly relate to the course (i.e., feel free to take notes on your computer/tablet, tweet about the class if appropriate, etc.).
- In some CAT courses, phones and computers are not allowed in the lecture halls or discussion sections. Having your phone or computer out, then, may mean you are marked as absent for that day.

4. CLASS PARTICIPATION

- Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities. See the participation evaluation rubric below for more information.

A. CAT GRADING CRITERIA – PARTICIPATION

- Here is a description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more fairly, but this is a general description for each letter grade.

A – Excellent

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

B – Good

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

C – Satisfactory

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

D – Unsatisfactory

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

F—Failing

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

5. ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://students.ucsd.edu/academics/academic-integrity/policy.html>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. Specific examples of prohibited violations of academic integrity include, but are not limited to, the following:

Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud.

Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

6. UCSD's PRINCIPLES OF COMMUNITY

The CAT program affirms UCSD's Principles of Community, and expects all students to understand and uphold these principles, both in their daily interactions and in their spoken, written and creative work produced for CAT classes:

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.

- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.
- We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

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Appendix 1

CAT 1 Library Workshop Description

This workshop focuses on introducing students to the skills and concepts needed to use primary sources, ask appropriate questions about sources, and develop transferrable critical thinking skills. To start the workshop, students will be provided with general information about the library, such as hours, study spaces, and how to contact a librarian for research help. Students will then complete several activities designed to help them understand what a primary source is—as opposed to a secondary or tertiary source—and how to begin describing, contextualizing, and analyzing primary sources. Librarians will also discuss how to find primary sources using the library’s resources.

Learning Objectives:

- Given a definition of types of sources and a list of sources, students will be able to determine if each one is a primary, secondary, or tertiary source.
- Given a primary source to study (e.g. photograph, song, postcard), students will be able to analyze the source, including describing the item in detail, identifying potential bias presented in the source, generating questions about the source, and evaluating how the source might be used in a college-level paper or project.

Date	Room	Time
Nov. 6		

	Geisel Classroom 2	10-10:50
	Geisel Classroom 2	11-11:50
	Geisel Classroom 2	12-12:50
	Geisel Classroom 2	1-1:50
	Geisel Classroom 2	2-2:50
	Geisel Classroom 2	3-3:50
Nov. 7		
	Geisel Classroom 2	9-9:50
	Geisel Classroom 2	10-10:50
	Geisel Classroom 2	11-11:50
	Geisel Classroom 2	12-12:50
	Geisel Classroom 2	1-1:50
	Geisel Classroom 2	2-2:50
	Geisel Classroom 2	3-3:50
Nov. 8		
	Geisel Classroom 2	12-12:50
	Geisel Classroom 2	1-1:50
	Geisel Classroom 2	2-2:50
	Geisel Classroom 2	3-3:50
	Geisel Classroom 2	4-4:50
	Geisel Classroom 2	5-5:50
	Geisel Classroom 2	6-6:50
Nov. 9		
	Geisel Classroom 2	12-12:50
	Geisel Classroom 2	1-1:50
	Geisel Classroom 2	2-2:50
	Geisel Classroom 2	3-3:50

	Geisel Classroom 2	4-4:50
	Geisel Classroom 2	5-5:50
	Geisel Classroom 2	6-6:50