HUM 102 INTRO TO HUMANITIES
Winter 2010
Monday Jan 5 at 5:30-6:30 pm North Santiam Hall 108

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Instructor website: http://cf.linnbenton.edu/artcom/english/spainl
Office: North Santiam Hall 215    Phone: 917-4559
Office hours: Mon-Weds-Friday 1:00-2:00 (or by appointment)

Class web site: http://blackboard.linnbenton.edu

Prerequisite: None. Co- or pre-requisite of WR121 recommended.

REQUIRED TEXTS:

ONLINE STUDENTS: We will meet just once at a face-to-face for Orientation on Monday, January 5, from 5:30-6:30 pm in North Santiam Hall 108 to preview Blackboard resources, our online class, and to enroll you in Blackboard. Please read throughout this syllabus and bring any questions to our orientation. If you are unable to attend the face-to-face orientation, please contact me immediately. Our Blackboard site will be officially open on January 5.

ALL STUDENTS: For 5 points extra credit, please complete and turn in the BLACKBOARD SELF ASSESSMENT “quiz” during Week 1 to let me know your online skills. If you need review in using any aspect of Blackboard, complete that module in the online Blackboard Orientation. Go to http://cf.linnbenton.edu/artcom/english/campb for guidelines on how to complete this orientation.

CLASS CONTENT PREVIEW. In every age, we struggle to answer the questions: Who are we? What is our place in the world? What importance does “culture” have? How are we different from other cultures? With the humanities, we begin to answer some of these questions through studying ideas and achievements in the visual arts, architecture, music, dance, literature, philosophy.

This term, we’ll begin with cultural benchmarks from the time of the Black Plague in the Middle Ages (around 1300) through the end of the Enlightenment (about 1800). Our readings will provide background on the Middle Ages and the transition to the Renaissance, helping us to define "classical humanism" and learn about the artists and philosophies of the Renaissance. We'll see a tremendous shift away from Catholicism in the West and explore the impact that the Protestant Reformation, the scientific work of Copernicus and Newton, and the beginnings of global colonialism and the Industrial Revolution had on the arts, literature, philosophy, architecture, and music. We'll understand how changes in style (from the Renaissance to Baroque to Rococo to Neoclassical) affected the culture of the Western world. We'll also trace similar developments in Japan and China and look at the native cultures of South America and Africa.

Throughout the term, we’ll ask: How do ideas affect culture? What kinds of social and cultural change can be seen in selected works from the art, architecture, literature, philosophy, drama, music and dance of ancient civilizations – and how do these artifacts influence us today? You'll be encouraged to develop your own interpretation of any work by understanding what the work actually is (technically and artistically), and how the work reflects a specific time or culture.
METHODS OVERVIEW: The Fiero Humanities textbook will be supplemented by online materials. You can anticipate using Internet every week for online discussion to post your reactions to weekly readings and to respond to what others have written. You may also view PowerPoint slideshows online. You will attend and report on a cultural event at a time and place convenient to you (for example, an art exhibit, play and concert) as a required part of our class. A Gallery Walk project may substitute for the event report. Finally, you explore a particular work of art that you have discovered during the quarter or work with other students on a Web Quest project. There will be three essay exams which challenge you to explore what you have read and seen. Class assignments, study guides, and online resources will be posted weekly on our class website.

CLASS GOALS: Our class goals are immense – to expand our appreciation, awareness and understanding of our own and other cultures’ values, artifacts, and ideas. Much of what we discuss will be controversial and subject to interpretation, but all the cultural artifacts we study (even those we don’t understand) affirm the creativity and courage of individuals who pursue the very human urge to create something beautiful. Our class will help you to:

- Recognize how studying the humanities helps us to understand human thought, creativity, and aesthetics in a global and historical context.
- Critically interpret and evaluate artifacts and ideas from different cultures and different times, drawn from art, architecture, literature, philosophy, drama, music, dance and theater.
- Demonstrate how understanding the humanities can enhance our own creativity and our appreciation of our own and other cultures.
- Write and speak confidently about your own and other’s ideas about the humanities.

ASSIGNMENTS: Earn an “A” with 90% and above of total points, a “B” with 80%, a “C” with 70%, etc. Please talk with me any time to clarify your progress in our class. NOTE: If you need accommodations for learning, please speak with me as soon as possible.

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<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>5</td>
</tr>
<tr>
<td>Project 1: Event Reports/Gallery Walk (25)</td>
<td>25</td>
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<tr>
<td>3 Exams (33)</td>
<td>99</td>
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<tr>
<td>Project 2 (30)</td>
<td>40</td>
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<tr>
<td>Weekly Online Discussion</td>
<td>90</td>
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<td><strong>Total Class Points</strong></td>
<td><strong>259</strong></td>
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Detailed Assignments are posted in our BLACKBOARD class site that add to this Preview.

PROJECTS:

PROJECT 1: (Due week 5) You may choose to do an event reports or a gallery walk, following the instructions below and more completely under the Assignments section of our Web site.

A. OPTION 1 Events Report (25 points each). Attend 2 out-of-class events that relate to the humanities we’re studying (museum visits, theater, music or dance performances, history or philosophy lectures, architecture, photography or art exhibits). Write a 2 page paper for each event that tells me what you did (be specific about who, what, where, when and why) and what your evaluation and reaction was for each event. Include outside source information on an aspect of what you see. Try an event you have never attended before!

B. OPTION 2: Gallery Walk (25 points). Select 10 artifacts from the period we’re studying, describe and discuss each artifact, then write a conclusion that summarizes why these particular artifacts are important. Include a bibliography and use in-text citations for images and information summarized or paraphrased from outside sources, for example (Fiero 2). See online assignment for more details.
PROJECT 2:

A. OPTION 1: Art Work Exploration (40 points including 5 pt project proposal). For this option you will explore the text, context, subtext and modern significance of a work of art from the time period we are studying. The result will be a 4-6 page thesis research paper which will be a combination of your analysis supported by outside research.

B. OPTION 2: Web Quest Project (40 points including 5 pt project proposal). This option is a team written presentation. With one or two other classmates, go on a Web Quest to answer your questions about a topic selected from the POSSIBLE TOPICS listed in the online assignment. Your team’s goal will be to create a group presentation (your choice of a PowerPoint presentation with essay, or an online paper with images, or a Web site, or a face-to-face presentation with essay). Each person will prepare the equivalent of a 3-4 page paper. See online assignment for more details.

- Weekly Online Discussion (90 points). Earn 9 points each week by participating in class discussion. You’ll post your reactions to each week’s readings and respond to what others in your discussion group say. Emphasize your own thinking, interpretation, or personal reactions. Begin your response with a summary of the key ideas you will respond to, then liberally sprinkle your writing with “I thought,” or “This made me remember” or “I don’t understand why”. Use your own words to avoid plagiarism! Special Note: Weekly online discussion cannot be made up after the deadline date which is Sunday at midnight. PowerPoint presentations, study guides, and online resources and activities will supplement each chapter. The LBCC Library has a good collection of videos covering our period that you may also find useful. You will earn 2 pts extra credit if you post your initial entry by midnight Wednesday of each week.

When you post a message to the weekly discussion board, plan to post about 250-400 words in response to the ideas you’ve read. Then, when you respond to at least 2 other people in your group, try for a minimum of 75 words, using your post to expand your understanding. Ask questions, talk online, and use this feature of our class to expand your understanding. Students reported the online discussion was one of the most helpful features of our online class last term. Note: Earn extra 2 points extra credit each week by posting by midnight Wednesday each week.

- Exams (33 points each) There will be three essay exams covering the material covered during the previous three week period. In addition to your own analysis and information from our text, you are expected to use at least one outside source in answering at least one of the questions.

INCOMPLETE or "Y" GRADES. You may qualify for an Instructor’s withdrawal or “Y” grade if you have completed less than 25% of class work. You may be eligible for an "Incomplete" grade IF you have finished 75% of class work. If you have an "Incomplete," all coursework must be finished by the end of the next term, and I can only award an "A", "B", "C", "D", or "F" grade. In other words, you cannot have an "IN" grade changed to a "Y". Please contact me before the end of the term if you need either of these options.

GUIDELINES FOR GRADING PAPERS AND PROJECTS: I encourage you to develop your own opinions about what you read and how this relates to what we are studying. "A" and "B" papers have a well-defined purpose, are logically organized, use evidence (from our reading or from research) to support general ideas, and are clearly written. They offer any reader thoughtful explanations, analysis of the meaning and/or context of the ideas, and your personal reactions. “A” and “B” papers also have few spelling, grammar or punctuation problems and follow MLA (Modern Language Association) guidelines for quoting, summarizing and paraphrasing, bibliographies and in-text citations.
About Revisions/Late Work: Procrastination can lead to disaster and higher levels of stress! Plan to meet the weekly due dates for assignments. You may revise any assignment once (except as we move into the final two weeks of the term). If work is turned in below a "C", I may request revisions. All assignments are due by midnight of the dates shown. Please note that late assignments automatically lose 10%. Late discussion entries will not be accepted.

Multiple assignments submitted during finals week will not be accepted.

About Plagiarism: Our class is part of a larger academic community. We will follow standard MLA (Modern Language Association) guidelines for giving credit to outside sources in all assignments. Bibliographies (called “Works Cited” in MLA or “References” in APA) and in-text citations are required whenever you use outside sources, including sources from the Internet. If you use someone else’s words or ideas in a quotation, paraphrase or summary, you will need to:

1. Begin with a lead-in to show who said what,
2. Include an in-text citation to show the source of the quotation, paraphrase or summary, and
3. Prepare a bibliography (called “Works Cited” in MLA) that appears at the end of the assignment and that lists all sources used, including internet sources for any IMAGES or TEXT.

Plan to use lead-ins and in-text citations whenever you paraphrase or quote from an outside source, including Fiero.

Example: According to Leon-Portilla, the remaining Nahuatl myths "are probably the oldest poetry of pre-Hispanic times" (30).

Example: "... [H]e could feel the moment coming when his exhausted body would fall into the tiger's wide mouth" (Sarmiento qtd. in Echevarria 75).

Two examples of MLA-style citations for a works cited in MLA. The second citation shows an internet source. If the author is not known, just start with the title of the article. I suggest you use easybib.com to aid in formatting your sources.


Do your own work. Using someone else’s work as your own or using information, images or ideas without proper in-text citations or a bibliography can lead to your failing the assignment or the class. NOTE: Bibliographies (called "Works Cited" in MLA) AND in-text citations (for example, Fiero 27) are required whenever you quote, paraphrase or summarize information that is an original idea or the information is not commonly known. These guidelines apply to all assignments (including TESTS and ONLINE DISCUSSION) as well as to your use of any information, ideas or images from the Internet. I routinely check for plagiarism. If you have any questions about this policy, please contact me.
GUIDELINES FOR ASSIGNMENTS: To gain the most from our class, please:

1. Plan to spend about 6 to 9 hours each week on reading and homework.
2. **Plan to stretch your understanding with each assignment.** I will look for: thoughtful content, logical organization, a clear style, and appropriate format. Use my office hours to talk about any assignment or visit the Writing Center in SSH101 or at the East Linn or Benton Centers.
3. Email me all assignments except discussion entries. All assignments must be in **MS Word or WordPerfect** format. I cannot accept WORKS format.

4. **Please single-space your assignments** with a blank line between paragraphs for easy readability (and to save on file size). Use 1 inch margins and 12 point font size (no fancy fonts or small print, please!). Put YOUR NAME, the date, and the ASSIGNMENT NAME on all assignments at the top of the first page (a title page is not necessary).

5. **Use descriptive SUBJECT LINES in your E-mail.** Please always include HUM102 and your last name in the SUBJECT LINE of any e-mail you send to me. If you need to reach me in an emergency, USE ALL CAPITALS in your subject line so I can respond quickly.

To: spainl@ml.linnbenton.edu

Subject: Hum101Exam 1 (Jones)

6. **Plan to participate actively in class each week in online discussion.** We may not agree with everyone we read or all that we talk about online, but we can learn much about other viewpoints and cultures when we are willing to share our ideas and when we listen to others with a sense of fairness and courteousness.

ABOUT MEETING WITH YOUR INSTRUCTOR: Since we will be working online, much of our work together is a conversation on the discussion board, by e-mail or by phone. Please plan to meet with me after orientation, in my office or on the telephone during the first week of class if:

- You have a documented disability and need accommodations,
- You are having trouble getting internet access to partake in the discussion area.
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you think you may need special accommodations, please contact Disability Services, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**Added Note from Linda:** If obligations outside school commitments (family, military, or work-related) may affect your successful participation in our class, please talk to me as soon as possible. You may always set up an appointment for a time that works for you to talk about any aspect of our class. Thank you and welcome to our online class.
<table>
<thead>
<tr>
<th>Winter 2009 Schedule</th>
<th>Weekly reading assignments</th>
<th>Due this week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 2: Jan 11-Jan 17</strong></td>
<td>Classical Humanism. Renaissance Artists. Read Chap 16 (pages 23-43).</td>
<td>#2 Discussion by midnight Jan 17</td>
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<td><strong>Week 3: Jan 18-Jan 24</strong></td>
<td>Renaissance Artists. Read Chap 17 (44-82).</td>
<td>#3 Discussion by Jan 24 Begin work on exam 1</td>
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<td><strong>Week 4: Jan 25- Jan31</strong></td>
<td>Book 3, Part 2: A BRAVE NEW WORLD: Africa, the Americas and Cross-Cultural Encounter. Read Chap 18 (83-120). Timeline page 84.</td>
<td>#4 Discussion by Jan 30 AND email Exam 1 by Jan 30(Saturday at midnight)</td>
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<tr>
<td><strong>Week 5: Feb 1-Feb 7</strong></td>
<td>Protest and Reform: The Waning of the Old Order. Read Chap 19 (121-153).</td>
<td>#5 Discussion by Feb 7 AND email Project 1 by Monday Feb 8.</td>
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<td><strong>Week 7: Feb 15-Feb 21</strong></td>
<td>Absolute Power and the Aristocratic Style. Read Chap 21 (25-59).</td>
<td>#7 Discussion by Feb 22 AND email Exam 2 by Saturday Feb 21</td>
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<td><strong>Week 8: Feb 22-Feb28</strong></td>
<td>The Baroque in the Protestant North. Read Chap 22 (60-74) and Chap 23 (75-93)</td>
<td>#8 Discussion by Feb 28</td>
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<tr>
<td><strong>Week 9: Mar 1-Mar 7</strong></td>
<td>The Scientific Revolution and the New Learning, The Promise and Limits of Reason. Read Chap 24 (97-112) and Chap 25 (114-138)</td>
<td>#9 Discussion by Mar 7 Project 2 due Mar 11</td>
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<tr>
<td><strong>Finals: March 15-17</strong></td>
<td>FINALS: Exam 3 is due Monday Mar 15 Complete Exam 3 by Monday Mar 15</td>
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