**HUMANITIES 103:**

**Romantic Era to Contemporary Society**

*“I am human: nothing human is alien to me”* --Terence, African Roman playwright

**THE PURPOSE OF THIS SYLLABUS**

Welcome to Humanities 103! This syllabus contains all the vital information about this course—what you’ll be learning, what will be expected of you, and what you can expect from me. In short, it states what is required of both of us during the term. This is a valuable document, so please refer to it often! **The better you know the syllabus, the better the chance that you’ll do well in the course.**

**INSTRUCTOR INFORMATION**

* Name: Matt Usner
* Email: [matt.usner@linnbenton.edu](mailto:matt.usner@linnbenton.edu)
* Phone: (971) 208-7175 (call or text)
* Virtual Office Hours: I’m happy to schedule a Zoom meeting with you at any point during the term; just call, text, or email me to set up a time.

**REQUIRED E-TEXTBOOK**

**Gloria Fiero’s *Landmarks in Humanities* 5th edition (2021)**. Your student account will be directly charged for direct digital access to this ebook when registering for the course, and you will access it through our Moodle site . You will have the option of not purchasing the ebook by clicking the “opt out” link in Moodle. If you choose to opt out, you must do so before the add/drop deadline; after that deadline, you will be responsible for payment. If you opt out, you are responsible for acquiring access to the book on your own. **Note that you will need access to the book starting in the first week of the term.**

**COURSE CATALOG DESCRIPTION AND PREREQUISITE**

HUM 103 examines the connections among arts, ideas and human experiences through study and experience of selected works from Western and non-Western cultures. It emphasizes arts and ideas as both reflections of and influences on social and cross-cultural change. **College-level reading and writing skills (i.e., successful completion of WR 121) are strongly recommended for success in this course.**

**COURSE OVERVIEW**

Because the humanities are so far-reaching, they can be hard to define. They typically include, but are certainly not limited to, the study of history, philosophy and religion, languages and literatures, fine and performing arts, and media and cultural studies. (I encourage you to take a look at [these various definitions of the humanities](https://docs.google.com/document/d/1vd4RIEwNK08xbm5GPv_rgmMzulwqF0uyqnXJbvpMwNc/edit?usp=sharing) as well.) While we can’t cover all of those fields in depth in a single class, we’ll aim to explore the connections between the arts, ideas, and human experiences from about 1780 to the present. This class is a survey course, meaning that we’ll sample a variety of works in art, philosophy, literature, history, architecture, drama, dance, and music over a broad historical period. Along the way, you’ll have the chance to develop your skills in responding to any work of art by understanding the work itself, by appreciating its particular time and place, and by coming to know its unique cultural meaning. Throughout the course, I hope you’ll expand your understanding, awareness, and appreciation of the many forms of human expression found in previous eras, as well as our own contemporary moment. Some of what we discuss will be controversial and subject to interpretation, but all the cultural artifacts we study (even those we don’t understand or enjoy) affirm the creativity and courage of individuals who pursue the human urge to create something beautiful.

**STUDENT LEARNING OUTCOMES**

Students who complete this course will be able to:

* Describe how studying the humanities from the Romantic Era to contemporary society helps us to understand human thought, creativity, and aesthetics in a global and historical context.
* Interpret artifacts and ideas from different cultures and different times, drawn from art, architecture, literature, philosophy, drama, music, dance and theater through critical reading, writing, and discussion.
* Participate in activities that encourage personal awareness, growth, and/or creativity through the experience of the humanities.
* Write and speak effectively about one's own and others ideas as related to humanities.
* Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

**ONLINE LEARNING WITH MOODLE**

This course is conducted entirely online, with no required virtual meetings. All course content will be posted on our Moodle class site. If you are new to Moodle and need assistance, please contact the [Student Help Desk](https://www.linnbenton.edu/student-services/library-tutoring-testing/library/help-desk.php#:~:text=The%20Student%20Help%20Desk%20is,%3A%20(541)%20704%2D7001) at 541-917-4630 or [student.helpdesk@linnbenton.edu](mailto:student.helpdesk@linnbenton.edu).

Because online learning requires a high level of independence and self-motivation, students who lack time management skills and self-motivation typically don’t fare well in this course. You give yourself the best chance to do well in the course by being proactive: logging-in to our course site frequently, reading online instructions carefully, paying close attention to the course calendar, and contacting me well ahead of time when you have questions, not a few hours before an assignment is due. Students who are not earning a passing grade at midterm and/or are not actively pursuing the course (i.e., many missed assignments, infrequent log-ins, etc.), may want to consider withdrawing (see more information about this below in the “Last Day to Withdraw” section).

Because this is a fully online course, you need to be comfortable with basic computer skills and have frequent access (ideally daily access) to a computer and the internet. You’re in good shape if you know how to navigate a web browser, post to a discussion forum, send and receive email, open PDFs, and use a text-editor such as Google Docs or Microsoft Word. **The college does not recommend using your phone as your sole computer device for online classes.** You may wish to review [the college’s minimum and standard recommendations for student technology equipment](https://docs.google.com/document/d/1Iaq1NSAxhVj0knQNQZEcKQBJMKMGp8y4rM2CQ_zEHQE/edit?usp=sharing) for more information.

**STRUCTURE OF THE COURSE**

Course content will be organized into 5 weekly sections. Each week’s section will be made available at **9:00 AM on the Friday before the upcoming week**. So for example, the Week 2 materials will be available starting at 9:00 AM on Friday of Week 1. I always encourage you to start your weekly work as early as you can, but be aware that this isn’t a self-paced course where you can work ahead and finish the term early.

**COMMUNICATING WITH ME**

My main communication tool with you is **email** so it’s **essential that you check** [**your LBCC account**](http://www.linnbenton.edu/roadrunner-mail) **at least once daily.** In addition to having useful reminders for upcoming tasks, my emails will also often provide valuable course content that complements the current assignment we are working on. **Checking email frequently and reading my messages carefully is your best way to stay current in the class!** I have a 24-hour turnaround when replying to emails Monday through Friday, although I typically reply much sooner than that. On weekends, I typically do not check email. When you have questions about an assignment, do not until a few hours before it is due to email me. Instead, be working on the course content early, and allow yourself time for questions--and time for me to answer those questions. I’m also happy to videoconference with you; just email me to schedule a time.

**ASSIGNMENTS**

| * ***Introductory Post (10 points = 2% of final grade):*** This assignment asks you to briefly introduce yourself to the class and then begin exploring some broad ideas about the humanities; this will be **due by the first Tuesday**. * ***4 Reading Responses (20 points each x 4 = 80 points = 16% of final grade):*** These assignments will ask you to respond to selected passages from our textbook readings. Think of these as opportunities to engage meaningfully with our readings--to identify key ideas, to pose questions, to make connections to our other writing assignments. **A Reading Response will be due each Tuesday during Weeks 1-4. Each response will be worth 20 points.** * ***4 Discussion Questions (30 points each x 4 = 120 points = 24% of final grade):*** During each of our first 4 weeks, I will provide a group of discussion questions related to the currents week’s textbook chapter. From this group of questions, you will choose one to post a well-developed answer to. I will then pair you with a classmate, and you will write a follow-up reply to that classmate’s discussion question response. This activity is designed to work in much the same way as a face-to-face class discussion, but of course your writing will be a bit more thought-out and organized than it might be in a spoken conversation. **Each of these assignments will be worth 30 points: 20 points for your discussion question response and 10 points for your follow-up to your classmate. Your discussion question responses will be due by Thursday of each week; follow-ups to your classmates will be due between Friday and Sunday.** (Look for a course announcement from me each Friday morning that lists your discussion partners.) **NOTE: You can earn 5 extra credit points for any discussion question responses that you post by Wednesday of each week.** * ***4 Textbook Supplements (40 points each x 4 = 160 points = 32% of final grade):*** These assignments are designed for you to expand our textbook’s coverage of a selected topic. Your task will be to choose a specific artwork and/or artist that is mentioned briefly in our textbook and design a 2-page supplement that expands its coverage of it. You will model your design on the book’s existing layout. The goal is to design your supplement so that it could easily be added to the textbook. **A Textbook Supplement will be due each Sunday during Weeks 1-4. Each supplement will be worth 40 points.** * ***Personal Gallery Project (50 points = 10% of final grade):*** This assignment is designed for you to expand your understanding of some of the historical periods and artistic movements that we’ll read about during the term. You will be tasked with collecting some of the visual arts examples from our textbook, as well as some not found in our book, and organizing them around a unifying theme. **The project will be due at the end of Week 5**. Instructions will be posted by Friday of Week 2. * ***Final Exam (80 points = 16% of final grade):*** The final exam will consist of 4 essay questions that you will complete during the last week of the term. **The final exam will not be timed, but it will be due at the end of Week 5**. Questions will be posted by Friday of Week 4. |
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**GRADING**

You can earn up to **500 points** in this course:

| **ASSIGNMENTS** | **POINTS** | **% OF FINAL GRADE** |
| --- | --- | --- |
| Introductory Post | 10 | 2% |
| 4 Reading Responses | 80 (20 each) | 16% |
| 4 Discussion Questions | 120 (30 each) | 24% |
| 4 Textbook Supplements | 160 (40 each) | 32% |
| Personal Gallery Project | 50 | 10% |
| Final Exam | 80 | 16% |
| **POINT TOTAL** | **500** | **100%** |

Your **final grade** will be determined by the following point breakdown:

| **FINAL GRADE** | **TOTAL POINTS** | **DESCRIPTION** |
| --- | --- | --- |
| **A** | 500 to 448 points (90% and up) | Passing work that is excellent |
| **B** | 447 to 398 points (89% to 80%) | Passing work that is good |
| **C** | 397 to 348 points (79% to 70%) | Passing work that is adequate |
| **D** | 347 to 298 points (69% to 60%) | Non-passing work that is inadequate |
| **F** | 297 and below (59% and below) | Non-passing work that is fundamentally lacking |

**IMPORTANT COURSE POLICIES AND CAMPUS RESOURCES**

* **No-Show Policy:** Students may be **dropped from the class** if they do not complete all of the first week’s assignments by the indicated due dates.
* **Statement on Academic Integrity and AI Use:** Presenting someone else’s ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. I expect you to generate your own work in this class. When you submit any kind of work (including projects, exams, quizzes, or discussions), you are asserting that you have generated and written the text unless you indicate otherwise by the use of quotation marks and proper attribution for the source. Submitting content that has been generated by someone other than you, or was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT is cheating and constitutes a violation of [the college’s administrative rule on academic integrity and honesty](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-02.php).
* **Late Work:** Some assignments can be submitted late for partial credit. Refer to the assignment instructions for specific details.
* **LBCC Student Email:** You are responsible for all communication sent to [your student email](http://www.linnbenton.edu/roadrunner-mail), so be sure that you are checking it frequently.
* **The LBCC Writing Center:** [The LBCC Writing Center](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/index.php) (WH-200) is a fantastic free resource for students interested in improving their writing skills.
* **The LBCC Library:** [The LBCC library](http://library.linnbenton.edu/home) is located on the first floor of Willamette Hall.
* **Center for Accessibility Resources (CFAR):** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through [the Center for Accessibility Resources (CFAR)](http://linnbenton.edu/cfar) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/student-services/accessibility/index.php) for steps on how to apply for services or call (541) 917-4789.
* **Statement of Inclusion:** To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.
* **Title IX Reporting Policy:** If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717?) a violation of our [sexual misconduct policy](https://www.linnbenton.edu/about-lbcc/departments-and-contacts/report-an-issue/harassment-and-misconduct.php) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.
* **Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Roadrunner Resource Center](http://www.linnbenton.edu/RRC).
* **Last Day to Withdraw:** The Sunday that concludes Week 3 (July 16th) is the last day for students to withdraw from this course. If you are still enrolled after this point, you must receive a grade. Be aware that withdrawing from a course can impact your financial aid, so be sure to contact the [Financial Aid Office](https://www.linnbenton.edu/tuition-and-admission/financial-aid/contact.php) before withdrawing.

**COURSE CALENDAR**

The week-by-week schedule below contains all cours topics and assignment due dates; follow it carefully! **Remember that each week’s materials are available at 9:00 AM on the Friday before the upcoming week.**

| **DATE** | **WEEKLY READINGS AND TOPICS** | **ASSIGNMENTS (all due by 11:59 PM)** |
| --- | --- | --- |
| ***WEEK 1***  **starts Mon 6/26** | *Landmarks in Humanities* Ch. 12 "Romanticism: Nature, Passion, and the Sublime" (pages 328-357) | • Introductory Post **due by Tue, 6/27**  • Ch. 12 Reading Response **due by Tue, 6/27**  • Ch. 12 Discussion Question **due by Thur, 6/29 (5 extra credit points if posted by Wed.)**  • Ch. 12 Textbook Supplement **due by Sun, 7/2**  • Ch. 12 Discussion Question Follow-up **due by Sun, 7/2** (discussion partners posted by Friday morning) |
| ***WEEK 2***  **starts**  **Mon 7/3** | *Landmarks in Humanities* Ch. 13 "Materialism: The Industrial Era and the Urban Scene" (pages 358-385) | • Ch. 13 Reading Response **due by Tue, 7/4**  • Ch. 13 Discussion Question **due by Thur, 7/6 (5 extra credit points if posted by Wed.)**  • Ch. 13 Textbook Supplement **due by Sun, 7/9**  • Ch. 13 Discussion Question Follow-up **due by Sun, 7/9** (discussion partners posted by Friday morning) |
| ***WEEK 3***  **starts**  **Mon 7/10** | *Landmarks in Humanities* Ch. 14 "Modernism: The Assault on Tradition" (pages 386-419) | **• Assign Personal Gallery Project (due by end of Week 5: Sun, 7/30)**  • Ch. 14 Reading Response **due by Tue, 7/11**  • Ch. 14 Discussion Question **due by Thur, 7/13 (5 extra credit points if posted by Wed.)**  • Ch. 14 Textbook Supplement **due by Sun, 7/16**  • Ch. 14 Discussion Question Follow-up **due by Sun, 7/16** (discussion partners posted by Friday morning) |
| ***WEEK 4***  **starts**  **Mon 7/17** | *Landmarks in Humanities* Ch. 15 "Globalism: Information, Communication, and the Digital Revolution" (pages 420-465) | • Ch. 15 Reading Response **due by Tue, 7/18**  • Ch. 15 Discussion Question **due by Thur, 7/20 (5 extra credit points if posted by Wed.)**  • Ch. 15 Textbook Supplement **due by Sun, 7/23**  • Ch. 15 Discussion Question Follow-up **due by Sun, 7/23** (discussion partners posted by Friday morning) |
| ***WEEK 5***  **starts**  **Mon 7/24** | Review readings as needed while working on your Gallery Project and Final Exam. | **• Assign Final Exam (due by end of Week 5: Sun, 7/30)**  • Personal Gallery Project **due by Sun, 7/30**  • Final Exam **due by Sun, 7/30** |