**Syllabus**
HUMANITIES 102: INTRODUCTION TO HUMANITIES
Winter 2022

Instructor Linda Spain

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Office: Not usually on campus.  Please use email.
Prerequisite: None. Co- or pre-requisite of WR121 recommended.

REQUIRED TEXTS:
1.    Fiero, Gloria K.*The Humanistic Tradition, Volume 3: The European Renaissance, the Reformation, and Global Encounter, 5th,*6th edition  or 7th edition
2.    Fiero, Gloria K. *The Humanistic Tradition, Volume 4: Faith, Reason and Power in the Early Modern World*, 5th, 6th edition. Or 7th edition. New York: McGraw-Hill (2002). Both books are required and both are on reserve at LBCC's Main Campus library.

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? I encourage you 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 and videos. 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 streaming videos 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 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 objective/essay exams which challenge you to explore what you have read and seen. Class assignments, study guides, and online resources are available 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.
Weekly Online Discussion (9 each) 95 pts
Project 1: Event Reports/Gallery Walk 30 points
3 Exams (45 each ) 135 points
Project 2 30 points
Introduction 5 points
Total Class Points 295 points

 EXPLANATIONS OF ASSIGNMENTS  Detailed Assignments are posted in our Moodle class site that add to this Preview.

 WEEKLY ONLINE DISCUSSION (95 points). Earn 9 points each week plus 5 for introduction 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. Plan to post about 250-400 words in response to the questions posted. 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. 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: **No Credit is given for posts and replies made after the Sunday midnight deadline each week!  Earn extra 2 points extra credit each week by posting by midnight Wednesday each week.**  Your initial post is worth up to 5 points and each reply can earn 2 points up to 9 points per week.

**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 an out-of-class event that relates to the humanities we’re studying (museum visits, theater, music or dance performances, history or philosophy lectures, architecture, photography or art exhibits). Write a 2-3 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 7-10 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.

C. OPTION 3: Event Report Film option: I would much prefer you choose option 1 or 2.  However, if necessary, you may view and write about one of the films pertaining to the times about which we study.  Full instructions are in the introductory section of the website.  This option is worth 20 points.

**PROJECT 2**: due Week 10

A. OPTION 1: Art Work Exploration (30 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 (30 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.

EXAMS (45 points each) There will be three objective and 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 sources in answering at least one of the questions.

  **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.  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 some one 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.

Echevarria, Roberto Gonzalez, ed. The Oxford Book of Latin American Short Stories. New York: Oxford University Press, 1997.

Bonner, Neil R., ed. “Early Life.” Michelangelo Buonarroti Website, Michelangelo.COM Inc. 14 December 2001. 16 Dec. 2004. <[http://michelangelo.com/buonarroti.html>](http://michelangelo.com/buonarroti.html%3E);

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 Desk.
3.     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 courtesy.

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. If necessary, we can arrange a meeting at the Benton Center.
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.