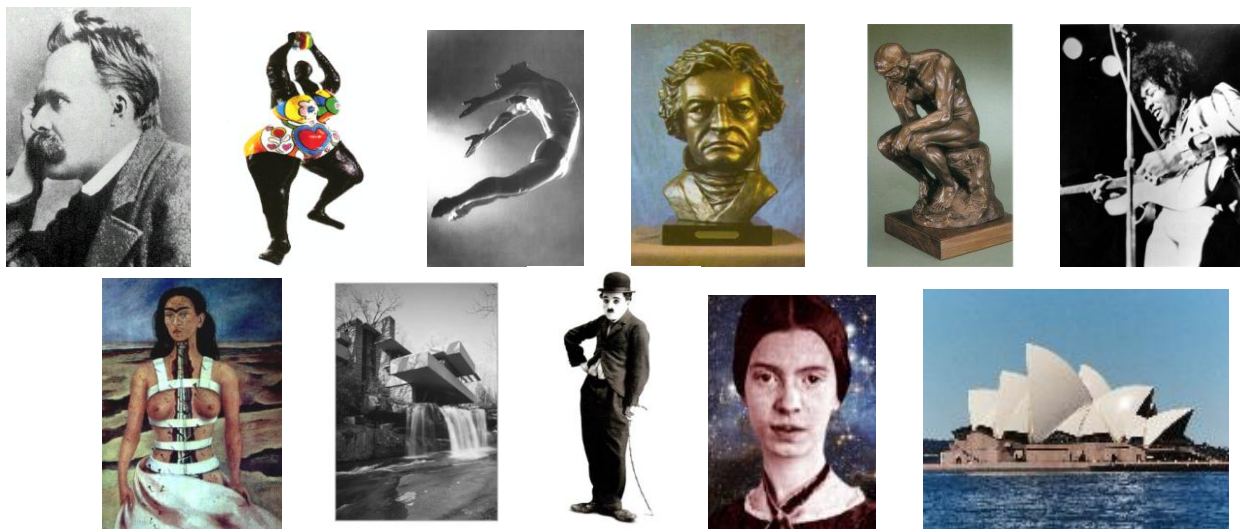


**HUM 103 INTRODUCTION TO HUMANITIES Spring 2015**  
**CRN 45543 Online Section**



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Office hours: Tu/Th 11:30-12:30 and by appointment  
Class website on Moodle course management system: <http://elearning.linnbenton.edu> Look for course labeled **HUM103\_DB**

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**COURSE CONTENT PREVIEW** Have you ever wondered if music by Beethoven is more important than music by Louis Armstrong? What might Frank Lloyd Wright and Malcolm X have in common? What is minimalism? Pop art? Op art? What do romantics have in common with realists? What do people “see” in abstract art? What impact does war have on our culture? What inspires people to write music, create art, design buildings that challenge our sense of what “modern” means? In short, what changes have most influenced our 21<sup>st</sup> Century culture?

Our class will explore the connections between the arts, ideas and human experiences through the study and experiencing of selected works in art, philosophy, literature, history, architecture, drama, dance, and music from about 1800 to the present. 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.

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

**Required Texts:** **Two books are required:** Fiero, Gloria K. The Humanistic Tradition, Volume 5: Romanticism, Realism and the 19<sup>th</sup> Century World, 6<sup>th</sup> edition. **and** Fiero, Gloria K. The Humanistic Tradition, Volume 6: Modernism, Globalism, and the Information Age, 6<sup>th</sup> edition. New York: McGraw-Hill (2010). NOTE: *An older edition is on reserve at LBCC's Main Campus library. Older editions are acceptable, but page numbers may not match. I have created a conversion chart accessible on Moodle which compares the reading assignments in the new edition with the 5<sup>th</sup> edition.*

**METHODS OVERVIEW:** The Fiero Humanities textbook will be supplemented by online materials. Class assignments, study guides, and online resources will be posted weekly on our class website. **You can anticipate using the 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 cultural events 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 will 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 exams which challenge you to explore what you have read and seen.

**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.

**WAITLIST.** Students not “attending” class during the first week will be withdrawn from the class, and waitlisted students will be admitted to the class on a “space available” basis. In an on-line context, “not attending” means not completing the first week’s online discussion assignment (due Sunday), or not contacting me by Sunday 4/06 to let me know you want to stay in the class. Many students want to add this class. If you know you want to drop, please do so as soon as possible or let me know so that as many students who do want to take the class can.

**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.*

Introductory E-mail during Week One	10 points
Online Discussion (10 points a week)	100 points
Three Reading Exams (33/33/34)	100 points
Project One: Event Reports/Gallery Walk	25 points
<u>Project Two</u>	<u>40 points</u>
<b>Total Class Points</b>	<b>275 points</b>

**Detailed Assignment descriptions are posted on our Moodle class site that add to this Preview. See below for a brief description, too.**

## PROJECTS:

**PROJECT 1 :** (Due Sunday Week 6) Choose to do either an event report or a gallery walk, following the instructions below and more completely under the Assignments section of our Web site.

- A. OPTION 1 Event Report (25 points).** Attend an out-of-class event that relates to the humanities we're studying (museum visit; theater, music or dance performance; history or philosophy lecture; architecture; photography or art exhibits). Write a 3 page paper that tells me what you did (be specific about who, what, where, when and why) and what your evaluation and reaction was for the 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 5 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. See online assignment for more details.

**PROJECT 2:** (Due Wednesday Week 9)

- A. OPTION 1: Art Work Exploration (40 points).** 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).** 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 (100 points).** Earn 10 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 due date.** PowerPoint presentations, study guides, and online resources and activities supplement each chapter. The LBCC Library has a good collection of videos covering our period that you may also find useful. **You can earn 1 extra credit points each week if you post your initial post by midnight Wednesday.**



**When you post a message to the weekly discussion board,** plan to post about 250-300 words in response to the ideas you've read. Then, when you respond to at least 2 other people, try for a minimum of 50-75 words, using your post to expand your understanding. Ask questions, talk online, and use this feature of our class to expand your understanding.

**EXAMS (33 points each)** There will be three exams (multiple choice and short-answer essay questions) that encourage you to expand your understanding of the course content from the previous three week period. In addition to your own analysis and information from our text, you are encouraged to use at least one source from outside the textbook in answering at least one of the questions.

**INCOMPLETE GRADES.** 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. Please contact me before the end of the term if you need to use this option.

**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 a 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 will not be graded if more than one week late.

**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.

*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 EXAMS and ONLINE DISCUSSION) as well as to your use of any information, ideas or images from the Internet. 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. Call or e-mail me to talk about any assignment or visit the Writing Desk in the Learning Center.
3. When e-mailing me your homework, please use **MS Word (.doc format or .docx), .pdf, or Rich Text** format. I cannot accept WORKS format.
4. Format your paper using 1 inch margins and 12 point font size (no fancy fonts or small print, please!). Double-space your lines. 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 HUM103 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. Once the term gets going, I receive several e-mails a day. Here are examples of two subject lines:

To: bockovd@linnbenton.edu

Subject: Hum103 Question re Paper 1 (Jones)

Subject: Hum103 HELP RE QUIZ 1 (JONES)

6. ***Plan to participate actively each week in online discussion.*** We may not agree with everyone's posts 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 courtesousness.

**ABOUT MEETING WITH YOUR INSTRUCTOR:** Since we will be working online, much of our work together is a conversation on the discussion forum, by e-mail or by phone. I will be holding office hours Tuesdays and Thursdays on the Albany campus in my office IA-222 3-4pm. I might be able to meet with you at a different time and place, if you arrange a time to meet in advance, but note that I live in Eugene and am only in this neck of the woods on Tuesdays and Thursdays.

Please plan to talk with me by e-mail or on the telephone **during the first week of class** if you have a documented disability and need accommodations, if you feel I should know medical information about you, or if 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:** If obligations outside school commitments (family, military, or work-related) begin to affect your successful participation in our class, please talk to me as soon as possible.

**ABOUT MOODLE SKILLS.** If you are new to Moodle or an on-line course environment, I encourage you to meet with me early on in the quarter. If technical difficulties develop, I beg your indulgence in trying to sort them out.



Spring 2015 Schedule	Weekly Readings	Due this week
<b>Week 1:</b> Mar 30-Apr 5	<b>Book 5: THE ROMANTIC ERA: Romantic View of Nature.</b> Read Chapter 27 (pages ix-xii, and 1-27).	Post Introductory Posting by midnight Thurs. 4/2; Post Online Discussion #1 by Apr 5
<b>Week 2:</b> Apr 6-12	<b>The Romantic Hero and the Romantic Style in Art and Music.</b> Read most of Chapter 28 (pages 28-39 and 46-48) and Chapter 29 (pages 49-69).	Post Discussion #2 by Apr 12
<b>Week 3:</b> Apr 13-19 <i>NOTE: LBCC closed Thurs. 4/16 for In-Service</i>	<b>Book 5: REALISM AND EARLY MODERNISM: Industry, Empire and Realist Style.</b> Read Chapter 30 (70-110).	Post Discussion #3 by Apr 19
<b>Week 4:</b> Apr 20-26	<b>The Move to Modernism.</b> Read Chap 31 (pages 111-141).	<b>Submit Exam #1 by Apr 26</b> Post Discussion #4 by Apr 26
<b>Week 5:</b> Apr 27-May 3	<b>Book 6: THE TRIUMPH OF MODERNISM: The Modernist Assault.</b> Read Chapter 32 (pages 1-27).	Post Discussion #5 by May 3
<b>Week 6:</b> May 4-10	<b>The Freudian Revolution.</b> Read Chapter 33 (pages 28-51)	<b>Post Project #1 by Sunday May 10.</b> Form WebQuest group for Project #2. Post Discussion #6 by May 10.
<b>Week 7:</b> May 11-17	<b>Total war, Totalitarianism, and the Arts.</b> Read Chapter 34 (pages 52-75).	<b>Submit Exam #2 by May 17.</b> E-Mail Proposal for Project #2 by May 13. Post Discussion #7 by May 17
<b>Week 8:</b> May 18-24	<b>The Quest for Meaning.</b> Read Chapter 35 (pages 76-96). Begin Chapter 36 (pages 97-115).	Post Discussion #8 by May 24
<b>Week 9:</b> May 25-May 31 <i>NOTE: LBCC closed 5/25 for Memorial Day.</i> ☐ <b>Friday Week 9 Last Day for late work.</b>	<b>Book 6: THE POSTMODERN TURN: Liberation and Equality.</b> Finish Chapter 36 (pages 115-125). <b>The Information Age.</b> Read Chapter 37 (126-152)	<b>E-Mail Project #2 by Wednesday May 27.</b> Post Discussion #9 by May 31
<b>Week 10:</b> Jun 1-June 7	<b>Globalism: The Contemporary World</b> Read Chapter 38 (pages 153-173).	<b>Submit Exam #3 by June 10</b> Post Discussion #10 by June 7
<b>Finals: Jun 8-10</b>	<b>FINALS: Submit Exam #3 no later than Wednesday, June 10</b>	