# **HUMANITIES 103**

**Romantic Era to Contemporary Society**

*“The greatness of humanity is not in being human, but in being humane.” ―Mahatma Gandhi*

### 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; I’ll respond between 9:00 AM-5:00 PM)
* Office Hours: I’m happy to schedule an in-person or Zoom meeting with you at any point during the term; just call, text, or email me to set up a time.

### REQUIRED TEXTBOOK

**Gloria Fiero’s *Landmarks in Humanities* 5th edition (2021)**. You have 2 options for purchasing access to this ebook. **Option 1**: 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 ($49.99 for 5 years of access). 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. **Option 2**: If you chose to opt out of direct digital access, you can rent the ebook directly from the publisher using [this link](https://www.mheducation.com/highered/product/landmarks-humanities-fiero/M9781260220759.html) ($47 for 180 days of access). **Note that you will need access to the textbook 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

This class is part of the [LBCC Cornerstone Project](https://www.linnbenton.edu/cornerstone/index.php) Course Sequence. It will give you an opportunity to broaden your understanding of the world and yourself while strengthening your skills to read closely, write clearly, speak with confidence, and contend with differing viewpoints and perspectives. These skills will also prepare you for careers and university coursework. The Cornerstone Project includes select LB classes in Communication, Writing, Humanities, Art and Music. Students that take three Cornerstone Project classes will receive the Cornerstone Liberal Arts Award which is great to add to your resume.

In addition to our textbook reading, an important part of our work this term will be reading and discussing a selection of “transformative texts”–primary sources that have transformed both individuals and the world. Here are the four texts we’ll be reading:

* **Excerpt from “What to the Slave is the Fourth of July?” by Frederick Douglass, 1852:** This speech spotlights the hypocrisy of “Independence Day,” a celebration that did not extend to those shackled by slavery.
* **“The Yellow Wallpaper”** by Charlotte Perkins Gilman, 1892: This short story details the narrator’s descent into madness as she suffers the forced isolation of a “rest cure” after childbirth.
* ***Ikiru* directed Akira Kurosawa, 1952:** This film centers on a protagonist who is a terminally-ill bureaucrat determined to leave behind something meaningful after his death.
* **“The Ones Who Walk Away from Omelas” by Ursula K. Le Guin, 1973:** A dystopian short story that ponders the costs of utopia: why does one’s happiness rely on another’s misery?

These texts will be the foundation for our discussion as we relate them to issues in our lives today. Be ready to experience uncertainty and ambiguity, and to grapple with questions that don’t always have obvious or unanimous answers.

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.

### 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

With the exception of the first and last week of the term, our course content will be organized into 2-week sections. Each section will be made available at **9:00 AM on the Friday before the upcoming week**. So for example, the materials for Weeks 2 and 3 will be available starting at 9:00 AM on Friday of Week 1. I always encourage you to start your 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

* ***2 Week 1 Assignments (10 points each x 2 = 20 points = 7% of final grade):*** The first assignment will be a forum in which you introduce yourself and begin exploring some broad ideas about the humanities; this will be **worth 10 points and due by the first Wednesday**. For the second assignment, you will be exploring our textbook to acquaint yourself with its contents; this will be **worth 10 points and due by the first Sunday.** These Week 1 assignments will also count as your attendance for the first week of the term. **If you don’t complete them on time, and have not contacted me by the end of the first week, you will be marked as a “no-show” and dropped from the class.**
* ***4 Textbook Reading Quizzes (15 points each x 4 = 60 points = 20% of final grade):*** For each of our 4 textbook chapters, there will be a quiz on Moodle. I encourage you to use the textbook while taking the quizzes. My goal is for you to interact with the readings, not to test your memory skills. Each quiz will be worth 15 points and will consist of 11 questions: 10 will be multiple choice (worth 1 point each), and 1 will require a short essay response (worth 5 points). **Each quiz will be available for a period of 10 days (from Friday until 2 Sundays later). Once you start a quiz, you will have 6 hours (360 minutes) to complete it. Only one attempt will be allowed, and missed quizzes cannot be made up**.
* ***4 Discussion Forums (15 points each x 4 = 60 points = 20% of final grade):*** Four times during the term there will be a full-group discussion on selected aspects of the textbook readings. These discussions are designed so that you can interact with your classmates while doing a “deeper dive” on some of our reading topics. For each discussion, I will provide some questions, and you will choose one to respond to. In addition to posting your response to your chosen question, you will also need to read and reply to at least one of your classmates’ posts, and sometimes my posts as well. 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 forum will be worth 15 points: 10 points for your initial post and 5 points for your follow-up reply to a classmate. **Your initial post for your discussion question will be due by Wednesday; your reply to your classmates will be due between Thursday and Sunday.** This ensures that you interact with the forum at least twice in a given week. **You can earn 2 extra credit points if your response to your discussion question is posted by Tuesday.** Note that missed discussion forums cannot be made up.
* ***4 Reading Responses (15 points each x 4 = 60 points = 20% of final grade):*** For each textbook chapter we read, we’ll also read one primary source from the time period covered in the book. These readings will be made available on Moodle. After reading each of these texts, you’ll be required write a response to them.
* ***4 Small-Group Discussion Forums (15 points each x 4 = 60 points = 20% of final grade):*** After completing each of the 4 Reading Responses (explained above), you’ll also be participating in a small-group discussion about the reading selection for that week. This will give you the chance to hone in on select aspects of the readings, as well as share some thoughts from your Reading Response. For some small-group discussions, I will provide you with specific prompts; for others, I will encourage a more free-form discussion. In either case, you will be expected to be an active participant in your group’s forum.
* ***Final Exam or Humanities Project (40 points = 13% of final grade):*** For your end-of-term major assignment, you will have the choice of completing either a final exam or a project. **The final exam will consist of 4 short essay questions**. The exam will not be timed. **The project will present you with a few different options**: writing a traditional academic research essay, creating a personal art gallery, designing a supplement for our textbook, or completing an individual project that I approve. **More details about the exam and the project will be made available in Week 6. Whether you choose to complete the exam or the project, the due date is the same: the Sunday of Week 10.**

### GRADING

You can earn up to **300 points** in this course:

| **ASSIGNMENTS** | **POINTS** | **% OF FINAL GRADE** |
| --- | --- | --- |
| 2 Week 1 Assignments | 2 x 10 points = 20 | 7% |
| 4 Textbook Reading Quizzes | 4 x 15 points each = 60 | 20% |
| 4 Discussion Forums | 4 x 15 points each = 60 | 20% |
| 4 Small-Group Discussion Forums | 4 x 15 points each = 60 | 20% |
| 4 Reading Responses | 4 x 15 points each = 60 | 20% |
| Final Exam or Humanities Project | 40 | 13% |
| **POINT TOTAL** | **300** | **100%** |

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

| **FINAL GRADE** | **TOTAL POINTS** | **DESCRIPTION** |
| --- | --- | --- |
| **A** | 300 to 269 points (89.6% and up) | Passing work that is excellent |
| **B** | 268 to 239 points (89.3% to 79.6%) | Passing work that is good |
| **C** | 238 to 209 points (79.3% to 69.6%) | Passing work that is adequate |
| **D** | 208 to 179 points (69.3% to 59.6%) | Non-passing work that is inadequate |
| **F** | 178 and below (59.3% 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 on time.
* **Plagiarism and Academic Integrity:** Presenting someone else’s ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. **Any plagiarized elements in your writing will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure.** If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you’re not sure how to do this, please ask me for help before submitting your assignment. Once you submit an assignment, the policy mentioned above will be enforced. I strongly suggest that you review [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 may be able to be submitted late for partial credit. Refer to the assignment instructions for specific details.
* **Last Day to Withdraw:** Each term, the Friday that concludes Week 7 is the last day for students to withdraw from a 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.
* **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.
* **Student Help Desk:** 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) can help you with college technology questions.
* **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.
* **Library:** [The LBCC library](http://library.linnbenton.edu/home) is located on the first floor of Willamette Hall.
* **Public Safety:** In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](https://www.linnbenton.edu/about-lbcc/college-services/safety/safety-and-well-being.php) at [541-926-6855](about:blank) and [541-917-4440](about:blank). From any LBCC phone, you may alternatively dial extension 411 or 4440. Public Safety also is the home for LBCC's Lost & Found. They also provide escorts for safety when needed.
* **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).

### COURSE CALENDAR

The week-by-week schedule below contains all course topics and assignment due dates; follow it carefully!

| **DATE** | **READINGS/VIEWINGS** | **ASSIGNMENTS (all due by 11:59 PM)** |
| --- | --- | --- |
| ***WEEK 1***  Mon 1/9 to Sun 1/15 | • Hum 103 Welcome Video  • HUM 103 Syllabus | • Introductory Forum **due Wed, 1/11**  • First Look at the Textbook **due Sun, 1/15** |
| ***WEEKS 2-3***  Mon 1/16 to Sun 1/29 | • Week 2: *Landmarks in Humanities* Ch. 12 "Romanticism: Nature, Passion, and the Sublime" (pages 328-357)  • Week 3: Excerpt from “What to the Slave is the 4th of July?” by Frederick Douglass, 1852 (link on Moodle) | • First post for Ch. 12 Discussion Forum **due Wed, 1/18 (2 extra credit points if posted by Tue.)**  • Discussion Forum replies **due between Thur, 1/19 and Sun 1/22**  • Ch. 12 Reading Quiz **due Sun, 1/22**  • Reading Response #1 **due Wed, 1/25**  • First post for Small-Group Discussion #1 **due Wed, 1/25 (2 extra credit points if posted by Tue.)**  • Small-Group Discussion Forum replies **due between Thur, 1/26 and Sun 1/29** |
| ***WEEKS 4-5***  Mon 1/30 to Sun 2/12 | • Week 4: *Landmarks in Humanities* Ch. 13 "Materialism: The Industrial Era and the Urban Scene" (pages 358-385)  • Week 5: “The Yellow Wallpaper” by Charlotte Perkins Gilman, 1892 (link on Moodle) | • First post for Ch. 13 Discussion Forum **due Wed, 2/1 (2 extra credit points if posted by Tue.)**  • Discussion Forum replies **due between Thur, 2/2 and Sun 2/5**  • Ch. 13 Reading Quiz **due Sun, 2/5**  • Reading Response #2 **due Wed, 2/8**  • First post for Small-Group Discussion #2 **due Wed, 2/8 (2 extra credit points if posted by Tue.)**  • Small-Group Discussion Forum replies **due between Thur, 2/9 and Sun 2/12** |
| ***WEEKS 6-7***  Mon 2/13 to Sun 2/26 | • Week 6: *Landmarks in Humanities* Ch. 14 "Modernism: The Assault on Tradition" (pages 386-419)  • Week 7: *Ikiru* by Akira Kurosawa, 1952 (film; link on Moodle) | • First post for Ch. 14 Discussion Forum due **Wed, 2/15** **(2 extra credit points if posted by Tue.)**  • Discussion Forum replies **due between Thur, 2/16 and Sun 2/19**  • Ch. 14 Reading Quiz **due Sun, 2/19**  • Reading Response #3 **due Wed, 2/22**  • First post for Small-Group Discussion #3 **due Wed, 2/22 (2 extra credit points if posted by Tue.)**  • Small-Group Discussion Forum replies **due between Thur, 2/23 and Sun 2/26**  **• Final Exam and Project details posted on Fri, 2/10** |
| ***WEEKS 8-9***  Mon 2/27 to Sun 3/12 | • *Landmarks in Humanities* Ch. 15 "Globalism: Information, Communication, and the Digital Revolution" (pages 420-465)  • Week 9: “The Ones Who Walk Away from Omelas” by Ursula K. Le Guin, 1973 (link on Moodle) | • First post for Ch. 15 Discussion Forum **due Wed, 3/1** **(2 extra credit points if posted by Tue.)**  • Discussion Forum replies **due between Thur, 3/2 and Sun 3/5**  • Ch. 15 Reading Quiz **due Sun, 3/5**  • Reading Response #4 **due Wed, 3/8**  • First post for Small-Group Discussion #4 **due Wed, 3/8 (2 extra credit points if posted by Tue.)**  • Small-Group Discussion Forum replies **due between Thur, 3/9 and Sun 3/12** |
| ***WEEK 10***  Mon 3/13 to Sun 3/19 | Review readings as needed while working on your Final Exam or Humanities Project. | **• Final Exam or Humanities Project due Sun, 3/19** |