**HUM 103 INTRODUCTION TO HUMANITIES Summer 2023**

**CRN 17087**

         [](http://www.andrew.cmu.edu/user/ngal/images/1-dickinson.jpg) 

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Office hours: Tu 3-4pm (via Zoom and in-person in NSH-107) and by appointment

Class website on Moodle course management system: <http://elearning.linnbenton.edu> Look for course labeled [HUM103-20230117087](https://moodle.linnbenton.edu/course/view.php?id=25272)



**COURSE CONTENT PREVIEW**  Have you ever wondered if music by Beethoven is more important than music by the Beatles? 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 changes over the past 223 years have most influenced our 21st 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 different works of art by understanding an individual work, by appreciating its particular time and place, and by coming to know its unique cultural meanings.

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

**Required Texts: Two books are required (I have created PDF scans--see below for links):** Fiero, Gloria K. *The Humanistic Tradition, Volume 5: Romanticism, Realism and the 19th Century World*, 7th edition. **and** Fiero, Gloria K. T*he Humanistic Tradition, Volume 6: Modernism, Postmodernism, and the Global Perspective,* 7th edition. New York: McGraw-Hill (2015). NOTE: *Older editions are acceptable, but page numbers may not match. I have created a* [*conversion chart*](https://docs.google.com/document/d/1M1YSzB7llL2YtGYlXDESPRvq6Fgf-Chu1OWaG90FS6Q/edit?usp=sharing) *which compares the reading assignments in the new edition with the 6th edition. As I understand matters from the bookstore, it’s no longer possible to purchase these, so they must be accessed through the PDF scans.*

**METHODS OVERVIEW:** The Fiero Humanities textbook will be supplemented by online materials. Class assignments, study guides, and online resources are 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. In previous years, I have asked students to attend and report on cultural events (for example, an art exhibit, play, or concert) at a time and place convenient to them as a required part of our class, but given our class is happening during summer when many arts organizations are closed or have limited offerings this may not be possible. Online opportunities for this assignment may exist. For example, some museums have opened their collections for virtual viewing. A Gallery Walk project or a [film analysis](https://docs.google.com/document/d/1T3xpiVwUM4WETo4ce-2Um_VrOcaDZPZ-IxWEovAP4sI/edit?usp=sharing) 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 in the textbooks.

**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 others’ 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.*

Introductory Email during Week One 10 points

 Online Discussion (10 points a week) 100 points

Three Reading Exams (33/33/34 points) 100 points

Project One: Event Reports/Gallery Walk 25 points

Project Two 40 points

 **Total Class Points 275 points**

**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. (If you know of an event you want to attend for this that happens after the due date, there would be no penalty in waiting to do this later.)

**A. OPTION 1** [**Event Report**](https://docs.google.com/document/d/1Gxk4PxacD8vi8einwSfXb-L_Q6kVXR41lz3PhIA-sCs/edit?usp=sharing) (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!*

1. **OPTION 2:** [**Gallery Walk**](https://docs.google.com/document/d/1dNuThECsSFGYCCEaPd_N9o7O-ESddEeqUsJsHAuIUtE/edit?usp=sharing)(25 points). Select 5 artifacts from the periods 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**](https://docs.google.com/document/d/1q8C3Np8BOYZiQL3yeM21zj8_IqFcgsuBm0GxldTTvZ8/edit?usp=sharing) **(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 (c. 1800-2023). 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**](https://docs.google.com/document/d/1J5qeO-N1blbQm5aUUa1weRjggTk0A5PnOdrmDtrpiYM/edit?usp=sharing) **(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**](https://docs.google.com/document/d/1EWdZoHVxOA2lWH81vDM6t6fnzpuKxoNBZ3a9sFF-mrI/edit?usp=sharing) (100 points). Earn up to 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, analysis, and 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.**  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 point 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. 

One of the goals of this course is to construct a "discourse community," a space in which students feel comfortable expressing their ideas openly. This means that on the discussion forums basic rules of etiquette should be followed. No personal attacks will be tolerated. **The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination.**  (related to Board Policy #1015). **LBCC prohibits unlawful discrimination** based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**EXAMS (33 or 34 points each)** Three exams (multiple choice and short-answer essay questions) will 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 and discussion forums** have a well-defined purpose, are logically organized, use evidence (from our reading or from research) to support general ideas, are clearly written, and create a multi-layered, interestingly complex discussion. They offer a reader thoughtful explanations, analysis of the meaning and/or context of the ideas, and your personal reactions. “A” and “B” papers and forum posts 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. For more guidance, see [this document on how I grade student work](https://docs.google.com/document/d/1eLkfHNzuglKi119HoHmW7iVakZMZ91b_GAADJW0ttrc/edit?usp=sharing).

**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 without prior permission. 

**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 email me to talk about any assignment.
3. When uploading your homework on to the class Moodle site, please use **MS Word (.doc format or .docx), .pdf, or Rich Text** format. I cannot accept WORKS or PAGES format. (If using Google Docs, convert to PDF before submitting Projects.)
4. Format your paper using MLA conventions. [Purdue’s OWL site](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html) is a helpful resource in this regard.
5. **Use descriptive SUBJECT LINES in your Emails**. Please always include HUM103 and your last name in the SUBJECT LINE of any email 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 emails 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)

1. ***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 courteousness.
2. If obligations outside school commitments (family, military, or work-related) begin to affect your successful participation in our class, please contact me as soon as possible.

**ABOUT MEETING WITH YOUR INSTRUCTOR:**  Since we will be working online, much of our work together is a conversation on the discussion forum, by email, or by phone. I will be holding online and in-person office hours Tuesdays 3-4 pm on Zoom if you would like to meet to discuss your work.

**To Join Zoom Meeting for office hours**

<https://lanecc.zoom.us/j/98334887450>

 or

Meeting ID: 983 3488 7450

Please plan to talk with me by e-mail or on the telephone **during the first week of class** ifyou have a documented reason for needing 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 the Center for Accessibility Resources, 541-917-4789.



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. Beginning Moodle users may find the Moodle orientation video on LBCC’s eLearning main page helpful.

| **Summer 2023 Schedule** | **Weekly Readings**  | **Due this week** |
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| [**Week 1**](https://docs.google.com/document/d/12gEakyaUgvhnDEHUMfa34aKD7O0SUJmCxZzun30ebL4/edit?usp=sharing3cNOtYxjVhxLPksTBjwTOH25Q/edit?usp=sharing)**:**  June 26- July 2 | **Book 5: THE ROMANTIC ERA: Romantic View of Nature.** Read [Chapter 27](https://drive.google.com/open?id=19ARWOIJlMDVC4CKX6_LWFMCkAj0y0xBp) (pages [ix-xii](https://drive.google.com/open?id=1Gu5nV74QWcUvvv-qrl_Z4wd9BaPMCmiV), and 209-36).  | Post Introductory Posting by midnight Thurs. 6/29; Post Online Discussion #1 and replies by July 2  |
| [**Week 2**](https://docs.google.com/document/d/1S43Un48fVoETwfHh1_5q9UfsOMb0ddQ-jRrzrvoowT0/edit?usp=sharingSAedEYAS4NS3X-IsM4/edit?usp=sharing)**:** July 3-9 | **The Romantic Hero and the Romantic Style in Art and Music.** Read most of [Chapter 28](https://drive.google.com/open?id=1x8l2myRq_zFQxEV50iMLBWIGlfIOhuak) (pages 237-48 and 254-56) and [Chapter 29](https://drive.google.com/open?id=1W6_V9hQaeQnzxTZVIn0w44Q72Zk24e8w) (pages 257-77). | Post Discussion #2 and replies by July 9 |
| [**Week 3**](https://docs.google.com/document/d/1-lOqqr6uYKVH99prZaKNNm-iYSmFZrseu3QWg0sXP-Y/edit?usp=sharingfjYr4u7CF6h7gw9lLrFPzT68T9Ed49V5uf9I/edit?usp=sharing): July 10-16 | **Book 5: REALISM AND EARLY MODERNISM: Industry, Empire and Realist Style.** Read [Chap. 30](https://drive.google.com/open?id=1oukXQ_kVZAVDMusx0YpyhxgSRb4Ljxp0) (278-318).  | Post Discussion #3 and replies by July 16  |
| [**Week 4**](https://docs.google.com/document/d/1_siYHbULInC1aYiVNwjDGoQVQXqPm3Tputt5q5MzqnQ/edit?usp=sharingmej0zG3nM0KFpb77E9Jv8fWCU-84YeGm4jDU/edit?usp=sharing)**:** July 17-23  | **The Move to Modernism.** Read [Chap 31](https://drive.google.com/open?id=1g1u6hAGFtow59L_DvUKC79t2weUvHCMB) (pages 319-51).  | **Submit Exam #1 by** July 23Post Discussion #4 and replies by July 23  |
| [**Week 5**](https://docs.google.com/document/d/1BfYSSC5mJRRFBtnohN8d8gIDkBcTbE5huEYRexjX-PI/edit?usp=sharingxZnGCh-rtrauzNydyTah_ZRVw/edit?usp=sharing)**:** July 24- 30 | **Book 6: THE TRIUMPH OF MODERNISM: The Modernist Assault.** Read [Chap. 32](https://drive.google.com/open?id=118JZR6EIeEtGYM9xto9kkoDwifnRxaT-) (pages 353-77).  | Post Discussion #5 and replies by July 30  |
| [**Week 6**](https://docs.google.com/document/d/1Xoklddrq2T14cToXgoqOyE6910hWx8CCwv2LV8_dL3Q/edit?usp=sharingVtFIwhZjEafbNdQwpZCx4LzMY/edit?usp=sharing)**:** July 31-Aug. 6  | **The Freudian Revolution.** Read [Chapter 33](https://drive.google.com/open?id=18u9cm3IqLZpUtiUNQfoJyq2i4pxM6O-d) (pages 378-98) | **Post Project #1 by Sunday Aug 6.** Form WebQuest group for Project #2. Post Discussion #6 and replies by Aug. 6. |
| [**Week 7**](https://docs.google.com/document/d/1CgkU1Iq3kadpwq0pPSey9xvl_KWRsQLx7O_RSQdxGFY/edit?usp=sharingUpa_YM42x9YtpZFVq_UwONU/edit?usp=sharing)**:** Aug 7-13  | **Total War, Totalitarianism, and the Arts.** Read [Chapter 34](https://drive.google.com/open?id=1Vq1bwNfale7z7KCUEGGbUTcg2AFQJqjO) (pages 399-422).  | **Submit Exam #2 by Aug 13. E-Mail Proposal for Project #2 by Aug 13.** Post Discussion #7 and replies by Aug 13 |
| [**Week 8**](https://docs.google.com/document/d/1J1UZNaAEWxeOJCexDYYr82SWK0mn34sRz0iKqtzwMBo/edit?usp=sharing-wJRe85xfRwk8g3Htwy7MMQ/edit?usp=sharing)**:** Aug 14-20  | **The Quest for Meaning.** Read [Chap 35](https://drive.google.com/open?id=1W-7PpJdDqtLLE60E4JoOiosi2tJF_8To) (pages 423-43). Begin [Chap 36](https://drive.google.com/open?id=1NLiVP0atw3tolD3qKmbWuksmkKFGUR24) **Liberation and Equality** (pages 444-63). | Post Discussion #8 and replies by Aug 20. Be working on Project #2. |
| [**Week 9**](https://docs.google.com/document/d/1tOnKAtavtzfD9ZN2H8OQOKG4P7PiDMzVegGJLkj4buI/edit?usp=sharingR-sv6CCAxa4g3ezd1sZR28ohKrwSiDg/edit?usp=sharing)**:** Aug 21-27**Friday Week 9 Last Day for any remaining late work.**  | **Book 6: THE POSTMODERN TURN: Liberation and Equality.** Finish [Chapter 36](https://drive.google.com/open?id=1NLiVP0atw3tolD3qKmbWuksmkKFGUR24) (pages 463-74). **The Information Age.** Read [Chapter 37](https://drive.google.com/open?id=12mGIe5GOpCBwTK7Tk2AJw76bYveqPxpl) (475-501)  | Post **Project #2 by Wednesday** Aug 23**.** Post Discussion #9 and replies by Aug 27 |
| [**Week 10**](https://docs.google.com/document/d/14N-UHbgtrciOWXZWMmwaxOCtflaVbVjAqGKughWuIxU/edit?usp=sharingv-kTEB06OteQ3ZwuxHOtOZGatR4emMhwIs/edit?usp=sharing)**:** Aug 28- Sept 2 **Note: Labor Day weekend is Sept. 2-4** | **Globalism: The Contemporary World** Read [Chapter 38](https://drive.google.com/open?id=1LyST7Kies9Vc1UCRVEzU1mVxtk8v_-vR) (pages 502-25). | **Submit Exam #3 by Sat. Sept. 2**Post Discussion #10 and replies by Sat. Sept. 2 |