



COURSE SYLLABUS

Term: Fall 2016

Course: HUM 110B

Instructor Information:

Instructor Name	Elizabeth-Anne Stewart, Ph.D.
Office Number:	Adjunct space, Library #166, during hours given below
Phone Number:	
Email:	estewart@ccsj.edu
Hours Available:	Thursdays, 12:00 p.m.-2:00 p.m., 5:45-6:45 p.m., <i>by appointment</i> .
Instructor Background:	www.elizabeth-annestewart.com ; www.ChicagoWritingCoach.com

Course Information:

Course Time:	Tuesday/Thursday, 8.30 a.m.-10:00 a.m.
Classroom:	
Prerequisites:	None
Required Books and Materials:	<i>Foundations of Western Culture</i> http://greatergood.berkeley.edu/article/item/happy_life_different_from_meaningful_life

Learning Outcomes/ Competencies:

Students will:

- 1) Students will know the periods in the history of Western Civilization and the names and works of representative writers, artists, philosophers, and religious teachers.
- 2) Students will understand the key intellectual, philosophical, artistic, and religious movements and concepts that have defined the humanities throughout the history of Western culture.
- 3) Students will be able to associate key figures in the Western tradition with the period of Western Civilization in which they lived and worked.
- 4) Students will learn how to read philosophy, religious texts, literature and history, look at great works of art, and listen to classical music with greater sensitivity and insight.
- 5) Students will learn to appreciate the humanities and the role they can play in creating the self, understanding of society, and defining the Good Life.

6) Students will know the cultural opportunities afforded by the Chicagoland area, including the Art Institute, the Lyric Opera, the Chicago Symphony Orchestra, and variety of Chicagoland theaters.

Course Description: This course introduces students to the major artistic and intellectual movements in our culture. The course introduces the arc of history through the humanities, tracing the foundation of Western civilization from the earliest Judeo-Christian tradition, through the Greco-Roman period, Medieval Europe, the Renaissance, the Enlightenment, and the Romantic era, to the age of globalization. The course provides an introductory framework for the Calumet College core curriculum. Note: Textbook fee required.

Learning Strategies:

Lecture, discussion, group projects, audio-visual materials etc.

Experiential Learning Opportunities:

Two mini essays exploring issues of diversity: 1) how one of Jesus’ parables embodies universal spiritual truths that can be appreciated by Jews, Muslims and people of other faiths; 2) how the conquistadors might have treated the peoples of the New World differently had they gone through diversity training before leaving home.

The Art Institute Project: a 5 minute oral presentation in response to a personal encounter with a work of art at AIC.

An experience of *Lectio Divina*: sacred reading as meditation.

Assessments:

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Assignments:	<p>All assignments are to be typed, double-spaced. You will find detailed specifications for all assignments on Blackboard. You can calculate your grade by keeping track of points earned (or lost!)</p> <ol style="list-style-type: none"> 1. Free Writing One, 9/8/2016 2. Free Writing Two, 9/13, 2016 3. Free Writing Three, 9/20/2016 4. Quiz One, 9/27/2016 5. Quiz Two, 10/27/2016 6. Translation One, 10/6/2016 7. Translation Two, 10/25/2016 8. Essay One, 10/18/2016 9. Essay Two, 11/8/2016 10. Collage One, 11/29/2016 11. Collage Two, 12/6/2016 12. Art Institute Response, 11/24/2016 13. Integrating Essay, 12/6/2016 14. FINAL EXAM 	<p>3 /100</p> <p>2.5/100</p> <p>2.5/100</p> <p>5/100</p> <p>5/100</p> <p>5/100</p> <p>5/100</p> <p>5/100</p> <p>10/100</p> <p>10/100</p> <p>3.5/100</p> <p>3.5/100</p> <p>5/100</p> <p>20/100</p> <p>15/100</p>
Class Participation	<p>Participation means full, active presence in the class room and being prepared for each class. Simply showing up will not earn you any points!</p>	<p>5/100</p>

Grading Scale					
	100 – 92: A	91 – 90: A-	89 – 88: B+	87 – 82: B	81 – 80: B-
	79 – 78 : C+	77 – 72: C	71 – 70 : C-	69 – 68: D+	67 – 62: D
	59 and below: F				
Course Schedule:					
Class Date	Assignments				Class Discussion/Activities
WEEK ONE 9/6/2016	<p>Free writing 1: typed 2 page journal response to the 4 questions → for 9/8 class.</p> <p>Read HB pgs. 1-4 (Intro); 55-68 (Evolving Ideas of the Good Life)</p> <p>http://www.visitmalta.com/en/archaeological-sites</p> <p>Take notes on “Is a Happy Life Different from a Meaningful One?” for 9/13.</p>				<p>Introduction to the course and to the learning community.</p> <p>Initial thoughts: 1) What makes us human? 2) What do we believe? 3) How should we act? 4) What does it mean to be a good person in a good society?</p>
9/8/2016	<p>Free writing 2: typed one paragraph journal response to the 4 questions we examined Week One: how do YOU think the first settlers in Malta would have answered these 4 questions and why? Due in class, 9/13.</p> <p>Read HB pgs. 5-9 (Greece)</p>				<p>Prehistory: the Maltese Experience</p> <p>Beliefs, values, rituals, societal structure, arts and embellishments of an earlier world. Lecture & A/V.</p>
WEEK TWO 9/13/2016	<p>Read the literary excerpts listed on Blackboard for class on 9/15.</p>				<p>Presentations on Notes.</p>
9/15/2016	<p>Free Writing 3: typed one page journal response on your understanding of the individual spiritual quest. Due in class, 9/20.</p>				<p>Classicism, Humanism and the Heroic Age. Discussion: What is a hero? What was the Greek heroic ideal? Aristotle’s <i>The Art of Poetry</i>. Drama as religious experience. A/V: excerpt from <i>Oedipus</i>.</p>
WEEK THREE 9/20/2016	<p>Read HB pgs. 10-14 (Rome)</p>				<p>Philosophy, Democracy, History. The birth of the “I”; the individual spiritual quest; a turning away from the “We” of an earth-based spirituality. Patriarchy and women as the “second sex.” Justification for slavery. Discussion of Plato’s <i>Allegory of the Cave</i>.</p>
					<p>Sharing of contemporary translations.</p> <p>Influence of Greek thought on society today. Icarus, Daedalus,</p>

<p>9/22/2016</p>	<p>Review HB and notes for Quiz on 9/27.</p>	<p>Sisyphus and the modern psyche. A/V: Greek and Roman art.</p> <p>Patriotism & Piety, Conquest and the Pax Romana. Foundational myths and beliefs. The Roman heroic ideal: Aneas v. Achilles. Discussion of Roman colonialism and cultural arrogance. Under Constantine, Christianity becomes the religion of the empire.</p>
<p>WEEK FOUR 9/27/2016</p>	<p>Read HB pgs. 14-19 (Judaism, Christianity and Islam)</p>	<p>Quiz One. Introduction to the Religions of the Book. Ethical Monotheism, Covenant, Divine Intimacy. Dt. 6 & Lvt. 19; Ten Commandments.</p>
<p>9/29/2016</p>	<p>Translation: Select one of the following parables and re-write it as a contemporary story, paying attention to the literary form of the parable. Due in class, 10/6. 1-2 pages, typed: The Prodigal Son The Good Samaritan The Lost Sheep The Parable of the Talents</p>	<p>Sacred Texts Psalms & Prophets, Beatitudes & Parables, Quran on Love. The Golden Rule.</p>
<p>WEEK FIVE 10/4/2016</p>	<p>Essay One: Jesus' parables contain universal spiritual values. Explain why your parable is quintessentially Christian but can also speak to Jews and Muslims and people of other faiths. This is a formal essay and will be graded on grammar and punctuation as well as content. 2-3 pgs. Due 10/18. Details on Blackboard.</p>	<p>Sacred Texts Continued. Approaching sacred texts through <i>lectio divina</i>, historical context, mythical content and faith. Sacred texts as Divine revelation; sacred texts as cultural artifacts. Literalism v. inspired literature.</p>
<p>10/6/2016</p>	<p>Read HB pgs. 19-23 (The Christian Middle Ages)</p>	<p>Encountering the Holy through sacred art, sacred music, sacred architecture.</p>
<p>WEEK SIX 10/11/2016</p>	<p>Work on Essay One; get help at the Student Success Center! Read excerpt from Chaucer's <i>The Wife of Bath</i> for class on 10/13/2016.</p>	<p>When the whole world changes: end of the Roman Empire; the ideals of Germanic and Muslim civilizations;</p>

<p>10/13/2016</p>	<p>Read HB pgs, 23-27 (The Renaissance)</p>	<p>monasticism; mysticism; the Black Death; the rise of anti-Semitism; the Crusades; <i>Malleus Maleficarum</i> or <i>The Hammer of Witches</i>; the Inquisition.</p> <p>Topics in medieval literature: <i>La Divina Commedia</i>, <i>The Canterbury Tales</i>, <i>The Conference of the Birds</i> etc.</p>
<p>WEEK SEVEN 10/18/2016</p>	<p>Translation: Select one of the Shakespearean sonnets listed on Blackboard and re-write it in contemporary English while staying true to the form of the sonnet. Due in class 10/25.</p>	<p>Rebirth: the rise of Humanism; the recovery of the Greek legacy; the disseminating of ideas via printing; the rise of the modern statesman. Writings of Machiavelli and Thomas More on power.</p>
<p>10/20/2016</p>	<p>Read HB pgs.28-32 (The Reformation etc.)</p>	<p>Literary masterpieces: Shakespeare’s plays and sonnets. Poetry class.</p>
<p>WEEK EIGHT 10/25/2016</p>	<p>Revise chapters on The Renaissance and Reformation for Quiz Two, 10/27</p>	<p>The Reformation. Indulgences and clerical privilege. Martin Luther & the rise of Protestantism. The Counter Reformation. St. Ignatius Loyola, The Council of Trent.</p>
<p>10/27/2016</p>	<p>Read HB pgs. 33-39 (Enlightenment and Romanticism) Essay Two: If the conquistadors and colonizers had gone through a diversity training program before heading to the New World, would they have treated the indigenous peoples any differently? This is a formal essay and will be graded on grammar and punctuation as well as content. 2-3 pgs. Due 11/8. Details on Blackboard.</p>	<p>Quiz Two Scientific Revolution. The changing globe and colonial ventures. Confronting “differing others” in the New World as savages, natural specimens and objects of genocide.</p>
<p>WEEK NINE 11/1/2016</p>	<p>Work on Essay Two; get help at the Student Success Center! Read HB pgs. 39-44 (The Industrial Age)</p>	<p>The Age of Enlightenment. Reason. Natural Law. Social Progress. American and French Revolutions. The Reign of Terror in France. Romanticism in literature and art.</p>
<p>11/3/2016</p>	<p>Read HB pgs. 44-49 (C20th Modernism)</p>	<p>The Industrial Age.</p>

<p>WEEK TEN 11/8/2016 11/10/2016</p>	<p>Explore some of the topic options for your final Integrating Essay: Exploring Concepts of The Good Life in Western Culture. Topics due in class 11/15; first draft due 11/22; final due 12/6. Details on Blackboard.</p>	<p>Utilitarianism. Child labor. Urban slums. Environmental issues. Darwinism. European imperialism.</p> <hr/> <p>Literature and Art from the Industrial Age. A/V resources. The poet as priest and prophet; voices of social protest (Wilberforce and the abolitionist movement etc.)</p>
<p>WEEK ELEVEN 11/15/2016 11/17/2016</p>	<p>Create a collage of the Modern era based on the works of its artistic representatives. Due in class 11/29. Details on Blackboard.</p> <p>Begin work on Integrating Essay; get help at the Student Success Center!</p>	<hr/> <p>Discussion of final Topics</p> <p>Modernity. Birth of the modern world. Transportation, architecture, methods of warfare, fashion, women's rights. Influence of Marx, Nietzsche and Freud; existentialism.</p>
<p>WEEK TWELVE 11/22/2016</p>	<p>Read HB pgs 50-54 (The Post Modern Present) Work on Integrating Essay; get help at the Student Success Center!</p>	<hr/> <p>Art, Music, Dance, Movies and Literature of the Modern era. Picasso, Mondrian, Stravinsky, Duke Ellington, Benjamin Britten, Isadora Duncan, Martha Graham, Charlie Chaplin, Humphrey Bogart, T.S. Eliot, Camus, James Joyce, Virginia Wolf, Samuel Beckett, Charlie Chaplin etc. etc.</p>
<p>THANKSGIVING</p>	<p>Create a collage of the Post-Modern era based on the works of its artistic representatives. Due in class 12/6.</p>	<hr/> <p>The Post Modern Age: Increasing nihilism, alienation, and mechanization of life. The rise of the anti-hero (<i>Death of a Salesman</i>). The arts and social protest. Minority voices in the arts.</p> <p>Art Institute Oral Presentations</p>
<p>WEEK THIRTEEN 11/29/2016</p> <p>12/1/2016</p>	<p>Work on AIC oral presentations. Work on Integrating Essay; get help at the Student Success Center!</p> <p>Study for Final Exam!</p>	<hr/> <p>Integrating Essay Due. Impact of technology on what it means to be human.</p> <p>Art, Music, Dance, Movies and</p>
<p>WEEK FOURTEEN 12/6/2016 12/8/2016</p>		

<p>EXAM WEEK 12/13/2016 12/15/2016</p>		<p>Literature of the Post-Modern era. The Beatles, Elvis, Rolling Stones, Andy Warhol, Marilyn Monroe, Misty Copeland, <i>Waiting for Godot</i>, <i>Lord of the Flies</i>, <i>2001: A Space Odyssey</i>; Maya Angelou, Oprah etc.</p>
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I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	<p>Attendance matters! You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>If you miss 9 hours of class (6 class sessions) you cannot pass the class. Students who are physically present but who "check out" via <i>Facebook</i>, online shopping, texting or napping during class will be considered absent.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>All assignments are to be typed, double-spaced. Minor assignments are due in class, at the start of the following class, while major assignments are due by the date specified and can be handed in via Blackboard where you will find directions for all assignments. Late work will only be accepted with the instructor's approval; please check first to see her terms and conditions.</p>
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes, at the request of the instructor. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
Participating in Class	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p>

	<p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources	
Student Success Center:	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219-473-4287 or stop by the Library.</p>
Disability Services:	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.

5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.

3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave your cell phone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cell phone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.