



Your University of Choice

---

## COURSE SYLLABUS

Term: Fall 2015

<b>HUM 110A: Foundations of Western Culture</b>
---

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Michael Ossman
<b>Office Number:</b>	181
<b>Phone Number:</b>	
<b>Email:</b>	mossman@ccsj.edu
<b>Hours Available:</b>	M W 10:30-12:30 (or by appointment)
<b>Instructor Background:</b> M.A. Humanities, University of Chicago; B.A. Philosophy and English Literature, The Ohio State University	

<b>Course Information:</b>	
<b>Course Time:</b>	8:30-10:00 MW
<b>Classroom:</b>	265
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	Buczinsky, Cassello, Pennanen, Robinson, and Rodriguez, <i>The Foundations of Western Culture</i> Additional readings will be posted to Blackboard or handed out in class
<b>Learning Outcomes/ Competencies:</b> Students will <ul style="list-style-type: none"><li>• Know the <b>periods</b> in the history of Western Civilization and the <b>names and works</b> of representative writers, artists, philosophers, and religious teachers.</li><li>• Understand the key intellectual, philosophical, artistic, and religious <b>movements</b> and <b>concepts</b> that have defined the humanities throughout the history of Western culture.</li><li>• <b>Actively read</b> their humanities textbook and accompanying humanistic texts. They will<ul style="list-style-type: none"><li>○ <i>Highlight and annotate</i>, identifying main and subordinate ideas;</li><li>○ <i>Outline</i>, distinguishing between main and subordinate units</li><li>○ <i>Summarize</i>, articulating both the main idea and argument; and</li><li>○ <i>Build</i> a college-level vocabulary</li></ul></li><li>• Learn how to do the humanities; <b>study</b> philosophy, <b>read</b> literature, <b>do</b> history, <b>understand</b> religious stories, and <b>look</b> at the great works of art with greater sensitivity and insight.</li><li>• <b>Appreciate the humanities</b> and the role they can play creating one's self and understanding God, nature, and society.</li><li>• Know the <b>cultural opportunities</b> afforded by the Chicagoland area, including the Art Institute, the Lyric Opera, the Chicago Symphony Orchestra, and Chicagoland theaters.</li></ul>	

<p><b>Course Description:</b> This course introduces students to the intellectual foundations of Western Civilization and the study of the humanities. It surveys the major ideas that dominate Western Civilization from the ancient to the modern world, providing students with an outline of major historical movements of thought and an encounter with some of the principal works of philosophy, religion, literature, arts, and history that form the Western intellectual tradition. It provides students with the concepts needed to succeed in the courses that make up the humanities portion of general education core curriculum.</p>
<p><b>Learning Strategies:</b> The course will utilize:</p> <ul style="list-style-type: none"> <li>• <b>Brief lectures</b> to provide a context for reading history, philosophy, and literature; looking at art and architecture, and listening to music</li> <li>• <b>Classroom discussions</b></li> <li>• <b>Quizzes and tests</b> to demonstrate mastery of basic knowledge</li> <li>• <b>Writing and speaking</b> assignments (both individual and group) to demonstrate critical thinking, writing, and oral communication skills</li> </ul>
<p><b>Experiential Learning Opportunities:</b> We will utilize discussion (small group and entire class) and complete projects throughout the semester. In addition, a field trip to the Chicago Art Institute is a key component of the course and required to pass.</p>
<p><b>Linked Classes:</b> This class is linked with EWPC 103A, English Composition, and RLST 110A, Social Justice.</p>

<b>Assessments:</b>											
<b>Quizzes</b>	There will be a short quiz each class period we begin a new chapter in the textbook. These will be based on the terms and themes from the reading in that chapter; thus, to prepare, you must do the reading before coming to class. You will be scored on 7 out of the 8 quizzes at the end of the semester – the lowest score of the 8 will be omitted from your final grade.										
<b>Class Participation</b>	Much of the work this course will be through discussion of the material. I expect you to be engaged and active in these discussions – this doesn't mean I'll be looking for you to talk a lot in every class, but it does mean you'll lose participation points for the day if I catch you sleeping, or if I get the sense that you're unprepared or unwilling to participate.										
<b>Exams</b>	Our midterm exam on October 19 will cover all of the material from weeks 1-7. Our final exam on December 2 will cover all of the material <i>following</i> the midterm exam. These tests will be primarily short answer format, and I will help you to prepare as the test dates approach.										
<b>Final Essay</b>	You will write me one final essay for this course, dealing with a closer analysis of a topic or particular work that you found interesting or inspiring. I will distribute topics and guidelines Week 10, and you will have a rough draft due Week 12. The essay itself will be due at the end of the semester.										
<b>Point Distribution</b>	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">7 quizzes x 10 pts</td> <td>= 70 (20%)</td> </tr> <tr> <td>20 discussions x 4 pts</td> <td>= 80 (22%)</td> </tr> <tr> <td>2 exams x 75 pts</td> <td>= 150 (42%)</td> </tr> <tr> <td>1 essay x 50 pts</td> <td>= 50 (14%)</td> </tr> <tr> <td></td> <td>= 350 pts total</td> </tr> </table>	7 quizzes x 10 pts	= 70 (20%)	20 discussions x 4 pts	= 80 (22%)	2 exams x 75 pts	= 150 (42%)	1 essay x 50 pts	= 50 (14%)		= 350 pts total
7 quizzes x 10 pts	= 70 (20%)										
20 discussions x 4 pts	= 80 (22%)										
2 exams x 75 pts	= 150 (42%)										
1 essay x 50 pts	= 50 (14%)										
	= 350 pts total										

<b>Signature Assignments</b>	This General Education class will help you prepare for CCSJ's Signature Assignments, a common written and oral assignment that students complete in Introduction to Social Justice as freshmen, Religious Studies as sophomores, and Philosophy as juniors. Signature Assignments are assessed for written communications, oral communications, and critical thinking. You must meet required scores in Religious Studies to move ahead to Philosophy, and in Philosophy to complete your General Education program.	
------------------------------	--	--

<b>Course Schedule:</b>		
<b>Class Date</b>	<b>Monday</b>	<b>Wednesday</b>
Week 1: Aug 31, Sept 2	Introductions, Overview, Doing Humanities	R: Hum Textbook Chapter 1 – Ancient and Classical Greece C: The Greeks, Homer, <i>The Odyssey IX</i>
Week 2: Sept 7, 9 (Note Taking Workshop in EWPC 103)	<b>Labor Day – No Class</b>	R: Hum Textbook, “How to Read Philosophy” (57) <b>Quiz 1 – Ancient and Classical Greece</b> R: Plato, <i>The Republic</i> , Book VII C: Discussion of Socratic Method, Allegory of the Cave, Philosopher King, the Platonic Virtues, Forms (briefly)
Week 3: Sept 14, 16	R: Twain, “Corn-pone opinions” C: <i>Workshop on Active Reading</i>	R: Plato, <i>Phaedo</i> (Selection) C: Discuss Phaedo arguments
Week 4: Sept 21, 23 (Test Prep Workshop in RLST 110)	<i>RLST Service Day #1 – ½ class present</i> R: Laudato Si Chapter 2 C: Laudato Si Chapter 2 Activity	R: Hum Textbook Chapter 2 – Pagan Rome <b>Quiz 2 – Pagan Rome</b> C: Discussion of the founding of Rome, compare Roman/Greek traditions
Week 5: Sept 28, 30	R: Livy, <i>A History of Rome</i> , Preface R: Hum Textbook, “How to Do History” (54) R: Marcus Aurelius, <i>Meditations</i> Book 2 C: Romulus and Remus legend, founding of the Republic, fall of the Republic, Julius Caesar	R: Hum Textbook Chapter 3 – Judeo-Christianity <b>Quiz 3 – Judeo-Christianity</b> R: <i>Genesis</i> 1, 2, 3, 12, 22 C: Creation stories, Abraham
Week 6: Oct 5, 7	R: Hum Textbook Chapter 4 – Middle Ages <b>Quiz 4 – The Middle Ages</b> R: Hum Textbook, “How to Look at Architecture” (53)	R: Chaucer, <i>Canterbury Tales</i> , “The Wife of Bath’s Tale” C: Discuss Chaucer

	C: Middle Ages Discussion, Gothic Architecture	
Week 7: Oct 12, 14	RLST Service Day #2 – ½ class present R: Laudato Si Chapter 2 C: Laudato Si Chapter 2 Activity	LC Social 9:30-11:00 <b>Quiz 5 – The Renaissance</b> R: Hum Textbook Chapter 5- the Renaissance R: Hum Textbook, “How to Look at a Painting” (56) C: Italian Renaissance Art, the Medici
Week 8: Oct 19, 21	<b>Midterm Exam</b>	R: Shakespeare, <i>Hamlet</i> and <i>The Tempest</i> (Selections) C: Discuss Shakespeare, dramatic readings
Week 9: Oct 26, 28	R: Descartes, <i>Meditations</i> I, II C: Discuss Descartes	<b>Quiz 6 – Reformation, Global Revision, Scientific Revolution</b> R: Hum Textbook Chapter 6 – Reformation C: Reformation, Martin Luther
Week 10: Nov 2, 4	R: Milton, <i>Paradise Lost</i> (Selections) C: Discuss Milton	LC Halloween Social 11:30-1:00 <b>Quiz 7 – Enlightenment and Romanticism</b> R: Hum Textbook Chapter 7 – Enlightenment and Romanticism C: Discuss Enlightenment
Week 11: Nov 9, 11	R: Locke, <i>An Essay Concerning Human Understanding</i> (selections) R: Jefferson, <i>Declaration of Independence</i> C: Discuss Locke & Jefferson	R: Poe, “The Cask of Amontillado” C: Discuss Poe
Week 12: Nov 16, 18	R: Hum Textbook, “How to Unravel a Poem” (59) R: Coleridge, “Kubla Khan” R: Wordsworth, selected poems C: Discuss Coleridge, Wordsworth, Romanticism vs. Enlightenment	<b>Art Institute Field Trip (all day) – No Class</b>
Week 13: Nov 23, 25	<b>Quiz 8 – The Industrial Age</b> R: Hum Textbook Chapter 8 – The Industrial Age C: Discuss Industrial Age	R: Nietzsche, <i>The Gay Science</i> (Selections) C: Discuss Nietzsche
Week 14: Nov 30, Dec 2	<b>Exam Review</b>	<b>Final Exam</b>

**Key: C = Class Activity, R = Reading (completed before class), Blue = Learning Community activity**

**I reserve the right to change this schedule to meet the needs of the class.**

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>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 <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>According to department policy, any student missing more than nine (9) hours of class time <i>for any reason, excused or unexcused, will earn an automatic 'F' in the course.</i></p>
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work on the day it is due. For every day the assignment is late, you will lose ½ letter grade.
<b>Using Electronic Devices</b>	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
<b>Doing Your Own Work</b>	<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><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Withdrawing from Class</b>	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.

<b>Resources</b>	
<b>Student Success Center:</b>	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.
<b>Disability Services:</b>	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

	<p>accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
<p><b>CCSJ Alerts:</b></p>	<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:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78  <b>TV Channels:</b> 2, 5, 7, 9, 32</p>