
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2018**HUM 110F: FOUNDATIONS OF WESTERN CULTURE**

Instructor Information:	
Instructor Name	Dr. Valerie Pennanen
Office Number:	522
Phone Number:	(219) 473-4294
Email:	vpennanen@ccsj.edu
Office Hours:	<ul style="list-style-type: none">• Mondays 8:30 A.M. – 12 noon AND 3:30 – 5 P.M.• Tuesdays 12 noon – 1:30 P.M. AND 3:30 – 5 P.M.• Wednesdays 8:30 A.M. – 12 noon, only.• Thursdays 12 noon – 1:30 P.M. AND 3:30 – 5 P.M. (<u>EXCEPTION: On the first Thursday of each month, my afternoon office hours are cancelled to accommodate a department meeting!</u>)• Additional times (including on Fridays) by appointment only.
Instructor Background: B.A., Classical and Near Eastern Archaeology and Ancient Greek (Bryn Mawr College); M.A. and Ph.D., Classical Art and Archaeology (The University of Michigan); teaching experience primarily in history (all levels and numerous topics) but also in classics, art history, art appreciation, liberal studies, world literature, global perspectives (history and literature courses), and basic writing.	

Course Information:	
Course Time:	Tuesday and Thursday 10:15 – 11:45 A.M.
Classroom:	TBA
Prerequisites:	None
Required Books and Materials:	Custom text provided by CCSJ Note-taking materials— please buy a 3-ring binder and bring it (together with your custom text) to every class, and please <i>also</i> purchase a

STAPLE REMOVER so you can easily insert class handouts into the binder!

Ready access to Blackboard and the Internet

IMPORTANT NOTE: IN THE EVENT OF AN UNEXPECTED CLASS CANCELLATION (due to dangerous weather conditions, power outages, instructor illness, etc.), **PLEASE BE SURE TO CHECK THE BLACKBOARD SITE, WHERE A REQUIRED ASSIGNMENT IN LIEU OF ATTENDING CLASS WILL BE POSTED!**

Learning Outcomes/ Competencies:

Students in this course will:

- know the **periods** in the history of Western Civilization and the **names and works** of representative writers, artists, philosophers, and religious teachers.
- understand the key intellectual, philosophical, artistic, and religious **movements and concepts** that have defined the humanities throughout the history of Western culture.
- **actively read** their humanities textbook and accompanying humanistic texts. They will know how to *highlight* and *annotate*, identifying main and subordinate ideas; *outline*, distinguishing between main and subordinate units; *summarize*, articulating both the main idea and argument; and *build* a college-level vocabulary.
- learn how to do the humanities: **study** philosophy, **read** literature, **do** history, **understand** religious stories, and **look** at great works of art with greater sensitivity and insight.
- **appreciate the humanities** and the role they can play creating one's self and understanding God, nature, and society.
- 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.

This course introduces the following General Education objectives:

- Students will read analytically, synthetically, and critically in a variety of genres.
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
- Students will appreciate, create, and critique the persuasive power of art and media.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

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.

Learning Strategies:

Readings, class discussions and debate activity, looking at art, listening to music, and “thinking out loud.”

Experiential Learning Opportunities:

Students will complete a group project and presentation relating to multiple perspectives of “the good life.”

Assessments:

Major Assignments (Summative Assignments):	<ul style="list-style-type: none"> • Group Project • Final Exam • Five-Paragraph Essay, to be read aloud in class • Reflective, in-class essay on the (required) Art Institute Trip 	15% of course grade 15% of course grade 10% of course grade 15% of course grade
Assessments (Formative assessments):	<ul style="list-style-type: none"> • Mini-Quizzes (10) • First Day, In-Class Writing Assignment • In-Class Debate Activities 	20% of course grade 5% of course grade 10% of course grade
Class Participation:	Note that you will receive a Class Participation rubric on the first day of class.	10% of course grade

Grading Scale:

100% – 93%: A	92% – 90%: A-	
89% – 87%: B+	86% – 83%: B	82% – 80%: B-
79% – 77%: C+	76% – 73%: C	72% – 70%: C-
69% – 67%: D+	66% – 63%: D	62% – 60%: D-
59% and below:	F	

Course Schedule:

Class Date	Class Discussion / Activities	Homework
Tuesday, August 28	Welcome and introduction: What is humanity, what are “THE humanities,” what is Western civilization, and why should we care? Introduction to the New Testament story of Mary and Martha. Distribution of basic info (including tips for active reading). IN-CLASS WRITING ASSIGNMENT.	Carefully read and annotate <i>Foundations</i> Chapter 1 (“Ancient and Classical Greece”). Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Thursday, August 30	Ancient and Classical Greece: Student questions, answers, and observations. Further discussion	Review for Mini-Quiz # 1, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 2 (“Pagan

	(based on primary sources) of classical Greek concepts of humanism, beauty, democracy, and wisdom.	Rome"). Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Tuesday, September 4	MINI-QUIZ # 1. Pagan Rome: Student questions, answers, and observations. Further discussion (based on primary sources) of Roman Imperial propaganda.	
Thursday, September 6	Pagan Rome, continued: discussion of portraiture, pietas, and Stoicism.	Review for Mini-Quiz # 2, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 3 ("Religions of the Book: Judaism, Christianity, and Islam") PLUS a supplementary handout that I will provide. Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Tuesday, September 11	MINI-QUIZ # 2. Religions of the Book: Student questions, answers, and observations. Discussion of the Biblical Creation accounts and the story of David and Goliath.	
Thursday, September 13	Religions of the Book, continued. Discussion of Jesus' earthly ministry, his death and resurrection, the Mary and Martha story (revisited), and what it all means for Christians to this day.	Review for Mini-Quiz # 3, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 4 ("The Christian Middle Ages"). Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Tuesday, September 18	MINI-QUIZ # 3. The Christian Middle Ages: Student questions, answers, and observations. Musical highlights from the ancient and medieval periods.	
Thursday, September 20	The Christian Middle Ages, continued: discussion of some famed medieval artworks (including church architecture) and writings about God.	Review for Mini-Quiz # 4, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 5 ("The Renaissance"). Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Tuesday, September 25	MINI-QUIZ # 4. The Renaissance: student questions, answers, and observations. Highlights of Renaissance art. Musical highlights from the Renaissance period.	
Thursday, September 27	The Renaissance, continued: intriguing philosophical works. IN-	Review for Mini-Quiz # 5.

	CLASS DEBATE ACTIVITY # 1 on St. Thomas More's <i>Utopia</i> .	
Tuesday, October 2	MINI-QUIZ # 5. The Renaissance: intriguing philosophical works, continued. IN-CLASS DEBATE ACTIVITY # 2 on Machiavelli's <i>The Prince</i> .	Carefully read and annotate <i>Foundations</i> Chapter 6 ("Early Modernity: Reformation, Global Revision, and Scientific Revolution"). Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Thursday, October 4	Early Modernity: the Protestant Reformation and the Catholic Counter-Reformation—student questions, answers, and observations. Excerpts from the writings of Martin Luther and St. Ignatius of Loyola.	Review for Mini-Quiz # 6.
Tuesday, October 9	MINI-QUIZ # 6. Early Modernity, continued: Global Revision (letter written by Columbus) and Scientific Revolution (excerpt from book by Copernicus).	
Thursday, October 11	Highlights of Baroque art and music, and of late Renaissance / Early Modern literature (Shakespeare's <i>Hamlet</i> and Cervantes' <i>Don Quixote</i>).	Review for Mini-Quiz # 7, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 7, first section only ("Enlightenment"). Please come to our next class prepared to ask questions and share observations re: the contents of this section!
Tuesday, October 16	MINI-QUIZ # 7. The Age of Enlightenment: student questions, answers, and observations. Excerpts from the writings of Benjamin Franklin and Thomas Jefferson.	
Thursday, October 18	The Age of Enlightenment, continued: visual arts and music.	Review for Mini-Quiz # 8, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 7, second and final section ("Romanticism"). Please come to our next class prepared to ask questions and share observations re: the contents of this section!
Tuesday, October 23	MINI-QUIZ # 8. Romanticism: student questions, answers, and observations. Reading and discussion of a poem by Wordsworth.	
Thursday, October 25	Romanticism, continued: reading and discussion of a passage from	Review for Mini-Quiz # 9, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 8 ("The

	Goethe's <i>Faust</i> ; highlights of Romantic visual arts and music.	Industrial Age"). Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Tuesday, October 30	MINI-QUIZ # 9. The Industrial Age: student questions, answers, and observations. Musical and artistic trends in the latter part of the 1800s (19 th century).	
Thursday, November 1	The Industrial Age, continued. Excerpts from the writings of Dickens and Dickinson. A look at Joseph Paxton's Crystal Palace. GROUP PROJECT SIGN-UPS.	Review for Mini-Quiz # 10, AND ALSO, carefully read and annotate <i>Foundations</i> Chapter 9 ("Twentieth-Century Modernism"). ADDITIONALLY, please make sure to set a date for your trip to the Art Institute—November 2 nd , 9 th , or 15 th —and take the trip as scheduled!
Tuesday, November 6	MINI-QUIZ # 10. Twentieth-Century Modernism: student questions, answers, and observations. Musical and artistic trends in the early 20 th century; Stravinsky, Picasso, et al.	Carefully read and annotate <i>Foundations</i> Epilogue ("The Humanities: Debating the Good Life"), AND ALSO, start working independently on your share of the Group Project.
Thursday, November 8	Meet with members of your group to exchange information, ideas and plans for the Group Project. (NOTE: Pennanen will be out of town today attending a conference.)	Continue working independently on your share of the Group Project. Please see note above re: trip to the Art Institute.
Tuesday, November 13	Twentieth-Century Modernism, continued: trends in modern literature (Eliot) and philosophy (Sartre). In the closing 30 minutes of class, please meet again with members of your group to exchange information, ideas and plans for the Group Project.	Individually and with members of your group as needed, please FINISH all preparations for Group Project!
Thursday, November 15	PRESENTATION OF GROUP PROJECT (ALL STUDENTS).	Please see note above re: trip to the Art Institute.
Tuesday, November 27	IN-CLASS, REFLECTIVE ESSAY ON THE ART INSTITUTE TRIP.	Carefully read and annotate <i>Foundations</i> Chapter 10 ("The Post-Modern Present"). Please come to our next class prepared to ask questions and share observations re: the material in this chapter!
Thursday, November 29	In-class discussion of <i>Foundations</i> Chapter 10 ("The Post-Modern Present").	Prepare Five-Paragraph Essay.
Tuesday, December 4	READING ALOUD AND SUBMISSION OF FIVE-PARAGRAPH ESSAYS.	Start reviewing on your own for Final Exam (which will include

		short-answer questions plus an essay section).
Thursday, December 6	Reflections on the future of the humanities.	Continue reviewing on your own for the Final Exam.
Tuesday, December 11	In-class review for Final Exam.	Continue reviewing on your own for the Final Exam.
Thursday, December 13	FINAL EXAM.	

Responsibilities	
Attending Class	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. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Extensions on written homework and on oral presentations / required discussions will be granted ONLY in case of illness, family emergency, or unavoidable conflicts due to other commitments you have for CCSJ. Please remember that extensions are not issued automatically; you must request them. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u>
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes (e.g., end-of-semester surveys). If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	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, you may be asked to leave, in which case you will be marked absent.

Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources	
CCSJ Book Rental Program	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
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>
Student Assistance Program	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor,</p>

	at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	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 .