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Calumet College

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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.*

*We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.*

## **COURSE SYLLABUS, Fall 2019**

**Course: HUM 110**

### **Instructor Information:**

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|------------------------|--|
| <b>Instructor Name</b> | Brian Lowry  |
| <b>Office Number:</b>  | Not on Campus  |
| <b>Phone Number:</b>   | Landline: (219) 659-1822   |
| <b>Email:</b>          | <a href="mailto:blowy@ccsj.edu">blowy@ccsj.edu</a>   |
| <b>Office Hours:</b>   | I'm in class T-R from 8:30 to Noon, catch me before/after or try me at the landline otherwise. |

### **Instructor Background:**

I hated school. I counted the hours and days of high school like they were a prison sentence. I was bored out of my mind (and caused a lot of grief for my parents and teachers as a result). After (barely) finishing high school, I went off to Ball State University.

This was a new world. I loved it, but—after two years—discovered it wasn't quite right for me. It was too big. I came home and found a perfect fit at CCSJ, which is where I graduated with a degree in English. Shortly afterward, I got a job as an Admissions Counselor here. Over the years, I held various administrative roles. During this time, I got a Master's Degree in Liberal Arts from the University of Chicago and started teaching part-time. I saw this as an opportunity to bring to life the things that were often presented to me as dry and dull fact. It was my chance to spark a passion for learning.

After a decade, I left my full-time gig at CCSJ (though I continued teaching part-time) and worked for the City of Whiting for a few years before starting my own marketing consultancy. It all keeps me very busy, but in my spare time, I like to bicycle, kayak, camp and hike (though I shattered my arm a year ago, which has slowed things down a bit). I also enjoy photography, read a ton and go to lots of concerts. I've been married to the love of my life for 21 years (that she puts up with me is a daily astonishment). We have three hoodlum kids, a beautiful dog and an evil cat. When we are not off adventuring, we live in Whiting.

| <b>Course Information:</b>   |  |
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| <b>Course Time:</b>  | Tuesdays & Thursdays, 8:30am to 10:am  |
| <b>Classroom:</b>  | 204  |
| <b>Prerequisites:</b>  | None   |
| <b>Required Books and Materials:</b>   | <i>Handbook for the Humanities</i> , Benton & DiYanni<br>A folder, a notebook, a working pen |
| <b>Learning Outcomes/ Competencies:</b>  |  |
| Students in this course 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> a variety of texts within the liberal arts</li> <li>• learn how to <i>do</i> the humanities: <b>study</b> philosophy, <b>read</b> literature, <b>do</b> history, <b>understand</b> religious stories, and <b>look</b> at 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 of the <b>cultural opportunities</b> afforded by the Chicagoland area, including the Art Institute, the Lyric Opera, the Chicago Symphony Orchestra, and variety of Chicagoland theaters.</li> </ul> <p>This course introduces the following General Education objectives:</p> <ul style="list-style-type: none"> <li>• Students will read analytically, synthetically, and critically in a variety of genres.</li> <li>• Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.</li> <li>• 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.</li> <li>• Students will appreciate, create, and critique the persuasive power of art and media.</li> <li>• Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.</li> </ul> |  |
| <b>Course Description:</b> 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.  |  |
| <b>Learning Strategies</b>   |  |
| <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Enduring Lectures</li> <li>• Classroom discussion</li> <li>• Projects</li> </ul>  |  |
| <b>Experiential Learning Opportunities:</b> We will visit the Art Institute of Chicago in early November   |  |

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| <b>Assessments:</b>         |                                |                                |
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| <b>Major Assignments:</b>   | Final Project                  | 15 points                      |
| <b>Assessments:</b>         | 11 Weekly Quizzes (open note)  | 2 points each, 22 points total |
|                             | 3 Summary Tests                | 5 points each, 15 points total |
|                             | Week 1 Essay                   | 1 point                        |
|                             | 8 Essays/Projects              | 2 points each, 16 points total |
|                             | 24 Electronic Media Fast Paper | 5 points                       |
| <b>Class Participation:</b> | Attendance on non-quiz weeks   | 4 points                       |
|                             | Class discussion participation | 2 points each, 22 points total |
| <b>Total</b>                |                                | <b>100 points</b>              |
| <b>Grading Scale:</b>       |                                |                                |
| 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                   | 61% – 60%: D-                  |
| 59% and below:              | F                              |                                |

### Course Schedule:

#### ITEMS LISTED ARE DUE THAT DAY AT THE START OF CLASS

| <b>Topic</b>                        | <b>Date</b> | <b>Due:</b>  | <b>Points</b> |
|-------------------------------------|-------------|--|---------------|
| Week 1<br>Chapter 1: Pre-History    | 27-Aug      | Introductions<br>Syllabus/Expectations<br>Pre-Test   | 1             |
|                                     | 29-Aug      | Read: Genesis Creation Accounts<br>Essay: What makes humankind unique?<br>In-class discussion                  | 1<br>2        |
| Week 2<br>Chapter 2: Ancient Greece | 3-Sep       | Read Chapter 2<br>Lecture<br>Quiz  | 2             |
|                                     | 5-Sep       | Read: The Melian Dialogue<br>Essay: How do we know what is right?<br>In-class discussion essay/Melian Dialogue | 2<br>2        |
| Week 3<br>Chapter 3: Pagan Rome     | 10-Sep      | Read Chapter 3<br>Lecture<br>Quiz  | 2             |
|                                     | 12-Sep      | Read: Fable of the Lion<br>Paper: Family history<br>In-class discussion/sharing                                | 2<br>2        |

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| Week 4<br>Chapter 4: Religions | 17-Sep | Read Chapter 4<br>Lecture<br>Quiz   | 2           |
|                                | 19-Sep | Read: Luke Chapter 10<br>Essay: What is my relationship to God?<br>In-class discussion/sharing<br>Summary Test #1 | 2<br>2<br>5 |

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| Week 5<br>Chapter 5: Middle Ages | 24-Sep | Read Chapter 5<br>Lecture<br>Quiz                               | 2      |
|                                  | 26-Sep | Due: Design a church building<br>In-class architecture activity | 2<br>2 |

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| Week 6<br>Chapters 6&7:<br>Renaissance | 1-Oct | Read Chapters 6 & 7<br>Lecture<br>Quiz  | 2      |
|  | 3-Oct | Read: Shakespeare's Sonnets<br>Due: Self-Portrait<br>In-class sonnet exercise/sharing | 2<br>2 |

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| Week 7<br>Chapter 8: Baroque/Sci<br>Rev | 8-Oct  | Read Chapter 8<br>Lecture<br>Quiz  | 2      |
|   | 10-Oct | Read: Descartes' Discourse on Method<br>Essay: What are his steps? Is this any good?<br>In-class discussion/scientific method activity | 2<br>2 |

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| Week 8<br>Chapter 9: Enlightenment | 15-Oct | Read Chapter 9<br>Lecture<br>Quiz   | 2      |
|                                    | 17-Oct | Read: Declaration of Independence<br>In-class discussion/government activity<br>Summary Test #2 | 2<br>5 |

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| Week 9<br>Chapter 10: Romantic (early 1800s)<br>Chapter 11: Industrial Age (late 1800s) | 22-Oct | Read Chapters 10 & 11<br>Lecture   | 2      |
|   |        | Quiz   |        |
|   | 24-Oct | Read: Selected works<br>Due: Civil War letter<br>In-class: Chicago history (prep for Art Inst visit) | 2<br>1 |

Week 10                      29-Oct    HUMANITIES WEEK

31-Oct    HUMANITIES WEEK

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| Week 11<br>Chapter 12: Modern Era (early 20th) | 5-Nov | Read Chapter 12<br>Lecture<br>Quiz             | 2 |
|  | 7-Nov | Read: Why War?<br>Essay: Is war inevitable?    | 2 |
|  |       | In-class discussion/propaganda poster activity | 2 |

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| Week 12<br>Chapter 13: Post-Modern (late 20th) | 12-Nov | Read Chapter 13<br>Lecture<br>Quiz   | 2 |
|  | 14-Nov | Read: Letter from Birmingham Jail<br>Essay: What methods of persuasion are used? | 2 |
|  |        | In-class discussion  | 2 |

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| Week 13<br>Chapter 14: 21st Century | 19-Nov | Read Chapter 14<br>Lecture<br>Quiz      | 2      |
|                                     | 21-Nov | Essay: 24 Media Fast<br>Summary Test #3 | 5<br>5 |

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| Week 14 | 26-Nov | Post-Test Review | 1 |
|         | 28-Nov | OFF-THANKSGIVING |   |

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| Week 15 | 3-Dec | Post-Test | 1 |
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Week 16

10-Dec Essay Workshop

Conclusion

12-Dec Final Project/Synthesis Essay

15

**I reserve the right to change this schedule to meet the needs of the class. It is your responsibility to keep yourself updated. If you miss a class, you should check in on Blackboard to see if there has been a change.**

| <b>Responsibilities</b>                         |  |
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| <b>Attending Class</b>                          | <p><b>My responsibility:</b> To be here, ready to go, on time, every time. I will do my best to make class lively, engaging and enjoyable.</p> <p><b>Your responsibility:</b> To be here on time, reading completed, homework done.</p> <p>When I use the phrase “be here,” I don’t just mean that your body is taking up space. I want your mind to be present, too. Your grade hinges on it. You’ll need to engage in class discussion (which means you will have needed to complete the reading and writing assignments). Full points requires full participation. Speak up. Get engaged.</p> <p>“Being here” also implies a level of respect. Give whomever is speaking your full attention. In turn, I will insist that you are granted the same respect.</p> <p>There will be a lot of class discussion about a broad range of issues, some of which may well challenge comfortable notions. We all won’t always agree on everything and that is Ok. But when we disagree, we must do so without being disagreeable. Anything that moves into personally attacking someone is out of bounds. Let’s challenge each others’ ideas, but we must also respect the dignity of everyone when doing so.</p> |
| <b>Turning In Your Work</b>                     | You cannot succeed in this class if you do not turn in all your work when due.   |
| <b>Meeting Standards for Classroom Behavior</b> | <ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.</li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions.</li> </ul>   |
| <b>CCSJ Student Honor</b>                       | This course asks students to reaffirm the CCSJ Student Honor Code:   |

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| <b>Code</b>                          | <p>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:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul> |
| <b>Doing Your Own Work</b>           | <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 <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>                                       |
| <b>Sharing Your Class Experience</b> | <p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential 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>  |
| <b>Withdrawing from Class</b>        | <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 Course Catalog.</p>   |

| <b>Resources</b>                |  |
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| <b>CCSJ Book Rental Program</b> | <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 <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a>. <b>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.</b></p> |
| <b>Student Success Center</b>   | <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>  |
| <b>Disability Services</b>      | <p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA)</p>   |

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|  | <p>guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>  |
| <p><b>Student Assistance Program</b></p> | <p>Through a partnership with <b>Crown Counseling</b>, 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, <b>contact Kerry Knowles SAP Counselor</b>, at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a>.</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>   |