
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.

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, Spring 2019

HUM 110A Foundations of Western Culture

Instructor Information

Instructor Name	Chris Buczinsky, Ph.D.
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Email:	cbuczinsky@ccsj.edu
Office Hours:	Mondays 7:30-8:30 a.m. Tuesdays 10:00 a.m.- 3:00 p.m. Wednesdays 7:30-8:30 a.m.
Instructor Background:	As an undergraduate, I attended Northwest Nazarene College in Nampa, Idaho, where I studied Philosophy and Religion. I changed my major, transferred, and earned my B.A. in English Education from Northern Arizona University in Flagstaff, Arizona. I taught high school there for two years and then went to graduate school at Northwestern, where I earned my Ph.D. in English with a specialty in 19 th -century British literature. After graduation I opened a children's performance company. I wrote, illustrated, and performed poetry in public elementary schools. After a brief stint as an associate editor of a trade magazine, I came to CCSJ to teach. This is my 17 th year at the college. In my spare time, I draw and paint, practice yoga, and drink lots of coffee.

Course Information

Course Time:	Mondays and Wednesdays 8:30 a.m. - 10:00 a.m.
Classroom:	Room 268
Prerequisites:	None
Required Books and Materials:	<i>The Art of Living</i> by Epictetus <i>Siddhartha</i> by Hermann Hesse <i>Selections from classic works of literature, art, philosophy, religion, and history in a variety of intellectual traditions.</i>

Course Description: Humanities 110A is a pilot humanities course. It introduces students to culture as a means of self-development, social awareness, and sacred devotion, as these are conceived in a variety of traditions. It teaches students to use great humanistic works of art, literature, philosophy, religion, and history self-realization, service to others, and spiritual development, planting the seeds of a life-long enthusiasm and commitment to learning.

Learning Outcomes/ Competencies: Students in this course will:

1. actively read humanistic texts: how to highlight and annotate; identify main and subordinate ideas; summarize, articulating both the main idea and argument; and build a college-level vocabulary.
2. learn how use the humanities for self-development: study philosophy, read literature and history, understand religious texts, and look at great works of art with greater sensitivity and insight into their own lives.
3. appreciate the humanities and the role they can play creating one's self and understanding God, nature, and society.
4. know the general arc of Western cultural history, placing the works studied in historical context.
5. understand some of key intellectual, philosophical, artistic, and religious movements and concepts that have defined the humanities throughout the history of Western culture.

The course also meets the following **General Education Program objectives**.

Students will

1. read analytically, synthetically, and critically in a variety of genres.
2. write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
3. appreciate, create, and critique the persuasive power of art and media.
4. apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

Learning Strategies Teaching Methods/Learning Strategies:

1. **Chalk Talk.** I talk and write notes on the board, and you take notes in your notebook. I introduce our readings, explaining historical context, noting key concepts, and telling important stories. My job is to be clear, interesting and entertaining; your job is to listen, take good notes, and ask questions.
2. **Close-Reading.** We gather at the Smart Board, the chalkboard, or the screen to analyze a text, whether it be a story, a passage of scripture, an historical event, a poem, a painting, a philosophical argument, a sculpture, or a piece of music.
3. **Socratic Questioning.** I stand at the podium and question you about a work we are studying. I play midwife, trying to help you think more deeply and with greater clarity and subtlety.
4. **Class Discussion.** We discuss the text as a group, either in roundtable, seminar-style or "fishbowl" style (one outer circle of students monitoring an inner circle of students discussing. The more you prepare and participate, the more fun it becomes (and the more time flies).

Experiential Learning Opportunities:

Every week is devoted to experiencing the challenges of *doing* the humanities—practicing the art of reading texts, viewing artwork, thinking about philosophical questions, interpreting literary works, and understanding scriptural texts. The course includes a required **field trip to the Art Institute of Chicago**, which will allow us to apply what we learn in class to original masterpieces by the world's best artists.

Assessments

Your final grade in this class will be assigned based on your performance in **four different assessments:**

1. The Humanities Journal	100 pts.
2. The Art Essay	100 pts.
3. The Spiritual Autobiography	100 pts.
4. The Mid-Term and Final Exams	200 pts.
Total Points	500 pts.

1. The Humanities Journal (10 pts. per entry; 100 pts. total)

The Humanities Journal is a **notebook exclusively devoted to your written reflections** on our class readings. Ten (10) journal entries are required, one for each of the ten readings in the first half of the semester. Journal entries are graded on clarity of writing, depth of understanding, freshness of insight, and independence of thought.

Journal entries are written mostly during the class period, sometimes for homework, always after students have read and discussed the reading. Absent students must arrange with the professor to make up missing journal entries either during office hours or during one of the professor's other classes.

2. The Art Essay (100 pts.)

The Art Essay is an **3-5-page interpretation of a particular work of art** chosen from the collection at the Art Institute of Chicago. In the essay you explain the meaning of the artwork through four separate analyses: one of its formal qualities, one of the artist's life, one of the social and historical contexts of the work, and one of its effect on you.

A **field trip** to the Art Institute is a **required class activity**. The field trip will allow you to see the original work of art you chose to write about in your Art Essay. The trip will be taken (fingers crossed) on **Friday, April 3**, so please arrange your schedule accordingly.

This essay is a **CCSJ General Education Signature Assignment** included in your General Education portfolio and used for assessment of general education objectives.

3. The Spiritual Autobiography (100 pts.)

The spiritual autobiography It is a **self-reflective narrative of your spiritual development** from your childhood, through your youth, and into your present young adulthood. It is written in conjunction with our reading of Hermann Hesse's *Siddhartha*, a classic novel of the quest for spiritual satisfaction.

4. The Mid-Term and Unit Exams (100 points each; 200 points total)

Mid-Term and Final Exams are comprehensive exams on all the works we have studied in class, including multiple choice, matching, T/F, short answer, and essay questions. Keep a good notebook of all chalk talks and class discussions; the notebook and your humanities journal will come in handy in studying for these exams.

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	61% – 60%: D-	59% and below: F

Course Schedule

Date		Date	
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Unit 1: Self-Other and the Meanings of Life			
Jan 13	Introductions. Syllabi. Introduction to the Humanities	Jan 15	THE SELF Romantic Self-Exploration: “Conclusion” <i>Walden</i> by H.D. Thoreau
Jan 20	<i>Martin Luther King Day--No Class</i>	Jan 22	Buddhist Awakening: “Tangerine of Mindfulness” by Thich Nhat Hanh
Jan 27	Evangelical Christian Salvation: Chapter 1 from <i>Pilgrim’s Progress</i> by John Bunyan	Jan 29	Stoic Self-Control <i>The Art of Living</i> 1-30 Epictetus
Feb 3	Enlightened Self-Improvement Selection from <i>The Autobiography</i> by Benjamin Franklin	Feb 5	THE OTHER Judaic Dialogue <i>I and Thou</i> by Martin Buber <i>Humanities Journal Grading #1</i>
Feb 10	Tribalism and Christian Charity The Parable of “The Good Samaritan” by Jesus of Nazareth	Feb 12	Black/White Relations “Stranger in the Village” By James Baldwin
Feb 17	Mexican Fiesta “Day of the Dead” By Octavio Paz	Feb 19	Marxist Class Warfare <i>Selection from The Communist Manifesto</i> by Karl Marx and Friedrich Engels
Feb 24	<i>Humanities Journal Grading #2</i>	Feb 26	Mid-Term Exam
<i>Spring Break: No Classes March 2-6</i>			
Unit II: Art for Life: Using Art for Culture			
Mar 9	The Four Corners of Art Interpretation Objective Approach: Edouard Manet’s “Asparagus”	Mar 11	The Art Coffeehouse
Mar 16	Mimetic Approach: Pablo Picasso’s <i>Guernica</i> Objective Paragraph Due	Mar 18	Master Copying Workshop
Mar 23	Expressive Approach: Van Gogh’s “The Bedroom” Mimetic Paragraph Due	Mar 25	Movie Day: “Exit Through the Giftshop”
Mar 30	Rhetorical Approach: Banksy’s <i>Napalm</i> Biographical Paragraph Due	Apr 3	Art Institute Field Trip <i>The Art Essay Due</i>
Unit III: Stages on Life’s Way: Culture as Spiritual Development			
Apr 6	<i>Siddhartha</i> by Hermann Hesse Part I: Pages 1-37	Apr 8	Writing Workshop #1
Apr 13	<i>Siddhartha</i> by Hermann Hesse Part II: Pages 42-84	Apr 15	Writing Workshop #2
Apr 20	<i>Siddhartha</i> by Hermann Hesse Part III: Pages 85-126	Apr 22	Writing Workshop #3
Apr 27	<i>Spiritual Autobiography Due</i>	Apr 29	Final Exam

I reserve the right to change this schedule to meet the needs of the class. Always check our class Blackboard site for daily assignment updates.

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

	<p>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.</p> <p>In accordance with English program policy, any student missing more than NINE (9) hours of class will receive an F. These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include birthdays, sport events, illness, work, etc. If a problem arises with your absences, please come and talk to me immediately.</p>
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Work will be docked one letter grade for every week it is late unless some mutually agreeable arrangement has been made with the professor beforehand. Late work is not accepted beyond a week later than the due date.
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> • Use all the class time. Come to class on time and stay until it ends. Coming late or leaving early disrupts class. Use the restroom <i>before</i> class begins. • Come prepared. Bring your texts. Come with pencil and pen, prepared to take notes. Demonstrate that you have completed the assignments for the day through your class participation. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Eat modestly. You may snack discretely on low-mess items like a mini muffin and coffee, but no hot, sloppy, and fragrant pizza, McDonalds egg sandwiches, and the like. This is not a cafeteria.
Using Electronic Devices	Electronic devices are strictly prohibited. Research has shown that the use of cell phones and even laptops in class distracts students from learning. They must be placed in the storage slot at the start of each class. If you fail to do so and use your phone to text or to access the Internet for any purpose (unless directed by the professor) you may be asked to leave, in which case you will be marked absent. If a home emergency demands you have your phone for the day, you must clear it with the professor.
CCSJ Student Honor Code	<p>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:</p> <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.
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	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!
Withdrawing from Class	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.

Resources	
CCSJ Book Rental Program	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.
Student Success Center	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.
Disability Services	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.
Student Assistance Program	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 , 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 .