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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 2020 (2020-1)**

<b>Course: HUM 110C, Foundations of Western Culture</b>
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**Instructor Name**      Gordon Stamper, Jr.  
**Email:**                      gstamper@ccsj.edu  
**Hours Available:**      Tuesday, Thursday 10:00-11:30 a.m. or by appointment, all via Zoom.

**Instructor Background:** I am a Northwest Indiana native, born in Gary and grew up in Portage. Earning a B.A. in English from Indiana University Northwest, I continued my education at Purdue University Calumet (now Purdue Northwest) and received my M.A. in Literature with concentration in Rhetoric and Composition. I have over 25 years of college teaching experience as well as work in journalism and legal proofreading and editing. Also, I co-moderate Highland Writers Group, a public critique group that has met continuously over 23 years. My poetry has been published in *Danse Macabre*, *Skylark*, *Spirits*, and *Tipton Poetry Journal*.

**Note: thanks to Dr. Chris Buczinsky and Mark Cassello in the design and preparation of this syllabus.**

## **COURSE INFORMATION**

**Course time:** Tuesday and Thursday, 8:30-10 a.m., virtual.

**Prerequisites:** None.

**Required books and materials:** *Wonder Woman* by George Perez, *Siddhartha* by Herman Hesse, and a sampling of significant works of art, literature, philosophy, and religion.

**Course description:** Humanities 110C is a revision of CCSJ's traditional humanities class. It introduces students to culture as a means of self-development, social awareness, and sacred devotion. It teaches students to use great humanistic works of art, literature, philosophy, and religion for 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. know the general arc of Western cultural history from the Ancient Greeks to Postmodernism.
2. understand how to use historical context to interpret and appreciate cultural works.
3. understand better how to read philosophical and religious texts, follow stories and poems, and look at art with sensitivity and understanding.
4. apply humanistic texts to self, others, and God.
5. produce a creative project in response to the texts and source material.

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. **Taking Notes.** In all our units, you will have to listen to my mini-lectures or "chalk talks," which I deliver live or virtually, via short videos. I will try to be informative, and you will **take good notes**.
2. **Creating a Project.** In the first unit, you will create an **audio-video profile or a wayside shrine** honoring a Wonder Woman of your choice. (See Humanities Festival Project Description in Blackboard Course Documents).
3. **Keeping a Journal.** In the second unit, you will keep a **self-reflective journal** where you will learn to accurately and fully summarize your encounter with a text and respond to it in authentic, self-reflective writing.
4. **Writing Essays.** In the third unit, you will write an **art critical essay** in four separate stages, approaching a chosen artwork work from objective, historical, biographical, and rhetorical perspectives.
5. **Discussing Issues.** In all our units, I pitch questions about our weekly texts, and members of the **class discuss** the question as a group, either on Blackboard or in the classroom.

**Experiential Learning Opportunities:** In Humanities 110 students *do* the humanities. You encounter great works of literature, art, philosophy, and religion, and out of that encounter create artifacts of the internal life, evidence of your authentic engagement with cultural texts: essays, art, novels, comic books, film, etc. You will learn to keep a journal of your encounters, write an intelligent essay on a work of art, write the story of your self-development in a coherently autobiography, and develop a creative project in response to the theme of CCSJ's yearly Humanities Festival.

## ASSESSMENTS

Miscellaneous Assignments, Discussions, and Quizzes: **100-200 points total**

Wonder Woman Project, Collected Humanities Journal, The Art Essay, The Spiritual Autobiography: **100 points each**

### **1. Assignments, Discussions, Quizzes (100-200 pts. approximately)**

During each of the course's four units, students will be asked to submit a variety of **short writing assignments**, participate in various **class discussions** (either live or on Blackboard), and sometimes take **pop quizzes**. Each of these assignments is usually worth 10 points; we will have at least ten of them, but no more than twenty.

### **2. The Wonder Women Project (100 pts.)**

The Wonder Woman project is a **creative video or art project** that allows students to participate in **CCSJ's Annual Fall Humanities Festival**. This year's theme, "Wonder Women" has been chosen to help celebrate the Centennial Anniversary of written-audio-video profile of a Wonder Woman of your choice or a wayside shrine in honor of the Wonder Woman of your choice. (See Humanities Festival Project Description).

### **3. The Humanities Journal (10 pts. per entry; 100 pts. total)**

The Humanities Journal is a **notebook of written reflections** on your class readings. Journal entries are written after class discussions on the reading. They are graded primarily on the level of engagement with the text they show, but also on clarity of writing, depth of understanding, freshness of insight, and independence of thought. Ten journal entries are required, one for each of the ten readings in the first two units of the course.

### **4. The Art Essay (100 pts.)**

The Art Essay is a (2-3 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. This essay is a **CCSJ General Education Signature Assignment** included in your General Education portfolio and used for assessment of general education objectives.

### **6. The Spiritual Autobiography (100 pts.)**

The spiritual autobiography is a **3-5 page autobiography**, the story of your internal life, the development of your way of seeing the world from your childhood, through your youth, and into your present as a young adult. It is written while reading Hermann Hesse's *Siddhartha*, a modern novel of a quest for spiritual satisfaction.

**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**

<b>Unit 1: The Humanities and Wonder Women</b>		
<b>Wk 1</b>	<b>Introductions: You, Me, and the Humanities</b> What is a Man? <i>Wonder Woman</i> by George Perez: Prologue	
<b>Wk 2</b>	<b>The Hero’s Journey: The 12 Stages</b> <i>Wonder Woman</i> by George Perez: Books 1-3 <i>Journal 1 Due</i>	
<b>Wk 3</b>	<b>Wonder Woman: Sexist Image or Female Ideal?</b> <i>Wonder Woman</i> by George Perez: Books 4-7 <i>Journal 2 Due</i>  <b><i>Wonder Woman Project Part I Due</i></b>	
<b>Unit II: Philosophy and Religion— Self and Others and the Purposes of Life</b>		
<b>SELF</b>		
<b>Wk 4</b>	<b>Intro to Philosophy and Religion</b>  <b>Romantic Self-Exploration</b>  “Conclusion” to <i>Walden</i> <i>Journal 3 Due</i>	<b>Buddhist Self-Awareness</b>  “Tangerine of Mindfulness” by TN Hanh  <i>Journal 4 Due</i>
<b>Wk 5</b>	<b>Stoic Self-Control</b>  <i>The Art of Living</i> by Epictetus  <i>Journal 5 Due</i>	<b>Enlightened Self-Improvement</b>  “The Project of Perfection” by Ben Franklin  <i>Journal 6 Due</i> <b><i>WW Project Part II Due</i></b>
<b>OTHER</b>		
<b>Wk 6</b>	<b>Judaic Dialogue</b>  <i>I and Thou</i> by Martin Buber  <i>Journal 7 Due</i>	<b>Christian Charity</b>  “The Good Samaritan” by Jesus of Nazareth  <i>Journal 8 Due</i>

<b>Wk</b> <b>7</b>	<b>Justice I: Class Warfare</b> <i>Selection from The Communist Manifesto</i> by Karl Marx and Friedrich Engels <i>Journal 9 Due</i>	<b>Justice II: Racist Relations</b> "Stranger in the Village" By James Baldwin <i>Journal 10 Due WW Project Due</i>
<b>Unit III: Art—How to Interpret A Painting</b>		
<b>Wk</b> <b>8</b>	<b>The Four Corners of Art Interpretation: The Objective Approach</b> Edouard Manet's "Asparagus" <i>Objective Paragraph Due</i>	
<b>Wk</b> <b>9</b>	<b>The Four Corners of Art Interpretation: The Mimetic Approach:</b> Pablo Picasso's "Guernica" <i>Mimetic Paragraph Due</i>	
<b>Wk</b> <b>10</b>	<b>The Four Corners of Art Interpretation: The Expressive Approach:</b> Van Gogh's "The Bedroom" <i>Expressive Biographical Paragraph Due</i>	
<b>Wk</b> <b>11</b>	<b>The Four Corners of Art Interpretation: The Rhetorical Approach</b> Banksy's "Napalm" <i>Rhetorical/Response Paragraph and Art Essay Due</i>	
<b>Unit IV: Literature—Stages on Life's Way</b>		
<b>Wk</b> <b>12</b>	<b>Introduction to <i>Siddhartha</i></b> <b>Writing the Spiritual Autobiography</b>	
<b>Wk</b> <b>13</b>	<b><i>Siddhartha</i> by Hermann Hesse</b> Part I: Pages 1-37 <i>Timeline 1-3 Due</i> <b>NOTE: NO CLASS WEEK 14. THANKSGIVING BREAK.</b>	
<b>Wk</b> <b>15</b>	<b><i>Siddhartha</i> by Hermann Hesse</b> Part II: Pages 42-126 <i>Timeline 4-6 Due</i>	
<b>Wk</b> <b>16</b>	<b>Farewell Zoom Session</b> <i>Spiritual Autobiography Due</i>	

*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

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### 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.

Students who do not participate in activities and lectures online will receive a zero (0) for the attendance portion of their final grade.

In accordance with the English Program attendance policy, any student missing more than **NINE (9) hours of class** will receive an **F** (a failing grade) for the course.

### Turning In Your Work

You cannot succeed in this class if you do not turn in all your work on the day it is due.

To pass the course, you must complete and turn in all required assignments. Work is to be turned in at the beginning of class on the due date listed on the course syllabus or stated by the instructor in-class or online. All written work must be typed and submitted online.

**Late Work:** You will not receive credit for any late assignment unless you have made formal, written arrangements with the instructor via email prior to the next scheduled class session. Any work submitted after the assignment is due will receive a 20% deduction. Any assignment more than **five days late** will not be accepted and receive a zero. Contact me at [gstamper@ccsj.edu](mailto:gstamper@ccsj.edu) to determine how/where you should submit any late work. In other words, do not hand in work one week after its due date and expect to receive credit for it.

**Missed In-class Work:** Except under dire circumstances (e.g., serious bodily injury requiring hospitalization or prolonged illness) in-class activities such as worksheets, journals, quizzes, review of notes/annotations, presentations, performances, group work, etc. cannot be made up if you are absent on the day the assignment is due.

### Meeting Standards for Classroom Behavior

- **Use all the class time.** Come to sessions on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.
- **Wear appropriate clothing for visual Zoom sessions.** Please keep your camera setting on and wear shirt, pants or slacks, or dress for the occasion. Mute yourself when not presenting an oral response.
- **Come prepared.** 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.
- **Respect others.** Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.

- **Use electronic devices only for class purposes.** Engage with your classmates and the instructor without technological distractions.
- **Eat before or after class.** Consume meals, snacks, and other food items outside of the classroom. Eating during class detracts from the learning environment. Drinks, cough drops, hard candy, etc. are permitted, so long as they do not become a distraction.

### 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:

- 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

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.

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>

**PLEASE NOTE:** All papers will be electronically checked for plagiarism and early, not final drafts, of major work can be revised to avoid unintentional plagiarism (examples include problems with MLA citation format or not properly re-wording paraphrases of outside work).

### 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.

### Communicating with your Professor

*Blackboard:* Blackboard will be used to distribute readings, handouts, and announcements. Your grades will also be recorded regularly in Blackboard. It is essential that you log into Blackboard regularly to ensure that you stay informed about the course.

*Office Hours:* Students are encouraged to use Zoom office hours for assistance and clarification. Office hours are an excellent forum to discuss individual questions which are not appropriate during class (a question about your particular assignment, a question about the Communications program, your attendance, etc.). Appointments are not necessary, but they help me to prepare for your visit and ensure that I will be available to discuss questions and course work with you. My office hours are specified on the first page of the syllabus.

*Email:* I will use CCSJ's email and Blackboard Announcements to send urgent announcements about class or assignments. You should use CCSJ's email to communicate about absences and to ask small but important questions (e.g. clarification about an assignment). Don't use email to request information or materials readily available elsewhere (e.g. due dates ← listed on the syllabus, handouts ← available on Blackboard). I generally respond to emails within 24-48 hours with the exception of breaks/holidays when I may be unavailable until the next scheduled business day.

In all instances (Blackboard, office hours, email), remember that communication with college instructors should *always* maintain standards of professionalism and formality. "Hey you" or not titling email messages would be examples of lapses in formality.

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## Resources

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**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](mailto:kerryk@crowncounseling.org).

Update for Fall 2020: **Kerry Knowles, MHS** from Crown Counseling is back on campus for the fall semester. CCSJ has a partnership with Crown Counseling for our **Student Assistance Program (SAP)**. The SAP program is a free confidential counseling service provided to CCSJ students for personal and school concerns which may be interfering with academic performance and/or quality of life. **Kerry** is available **on-campus three days a week. Students can meet with Kerry face to face or online virtually.** The **on-campus** days and hours for CCSJ are **Tuesday, 10:00-1:00 pm, Wednesday, 10:00-4:00 pm** and **Thursday, 12:00-3:00 pm** in **room 276** (located on the 2nd floor).

**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>.