
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, Fall 2019

Course: HUMS 110B – Foundations of Western Culture

Instructor Information:

Instructor Name	Ginger G. Rodriguez
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Email:	grodriguez@ccsj.edu
Office Hours:	By appointment. The best way to reach me is by e-mail. If I don't respond within 24 hours, reach out again.
Instructor Background: I am currently the Vice President for Academic Affairs, but I began my teaching career at Calumet College with Liberal Arts in the Organization Management Program and Humanities in the traditional college General Education Program. Prior to teaching, I was an editor for McGraw-Hill Higher Education, director of the local history room at the East Chicago Public Library, and education reporter for the Northwest Indiana <i>Times</i> . I have a B.A. in History from Lawrence University in Appleton, Wisconsin, a Master of Liberal Arts from the University of Chicago, and a Ph.D. in Humanities with an emphasis on 19 th -century American literature and the formation of the literary canon from Union Institute and University. My doctoral work originated in questions my Org Management Liberal Arts students asked: Why do we have to read these books and not others? What makes these texts so great? As a result, teaching Liberal Arts and Humanities is close to my heart, and I look forward to teaching Humanities 110 again.	

Course Information:	
Course Time:	Tuesday/Thursday, 8:30 – 10:00
Classroom:	Room 300
Prerequisites:	None
Required Books and Materials:	<i>Handbook for the Humanities</i> , Benton, DiYanni Humanities 110 Course Pack, posted on Blackboard The Purdue Owl Online Writing Lab at owl.english.purdue.edu/owl/ as a reference for grammar, punctuation, and style for written assignments.
Learning Outcomes/ Competencies:	
Students in this course will:	
<ol style="list-style-type: none"> 1. Know the <u>periods</u> in the history of Western Civilization and the <u>names and works</u> of representative writers, artists, philosophers, and religious teachers. 2. Recognize the key intellectual, philosophical, artistic, and religious <u>movements</u> and <u>concepts</u> that have defined the liberal arts throughout the history of Western culture. 3. Recognize the role that the distinctive ways of knowing in liberal arts disciplines – Humanities, Science and Mathematics, and Social Sciences – play in understanding the self and society, and in defining the Good Life. 4. Practice <u>reading</u> a variety of texts from different disciplines; <u>looking</u> at great works of art and architecture; and <u>listening</u> to music with greater sensitivity and insight. 	
This course also meets objectives of the General Education Program. Students will	
<ol style="list-style-type: none"> 1. Read analytically, synthetically, and critically in a variety of genres across the liberal arts disciplines. 2. Write using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation. 3. Appreciate and critique the persuasive power of art and media. This course considers painting, sculpture, architecture, and music. 4. Apply ethical standards that reflect critical thought and responsible action to social issues, and to analyze their own core beliefs and the origin of these beliefs. 	
Course Description: This course, along with Theology 110, forms the foundation of Calumet College of St. Joseph’s General Education core curriculum. It introduces students to the intellectual foundations of Western culture, surveying 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 offering encounters with some of the principal works that form the Western intellectual tradition. In the process, it also introduces students to the unique methods of inquiry and insights that the liberal arts disciplines – the Humanities, Sciences, and Social Sciences.	
Learning Strategies:	
<ul style="list-style-type: none"> • Quizzes on the assigned readings to demonstrate an understanding of the context of class sessions. • Short writing assignments to promote understanding, explain, and evaluate. See “Reading and Writing about Works of Art, Literature, and Music” in the Benton and DiYanni texts and the writing rubrics in the Course Pack. • Individual and group projects to apply ideas from the past to contemporary life. At the heart of the course, Weeks 5, 6, 7, and 8, group projects will help to achieve this objective. • A final synthesis essay to bring together ideas about a good life in a good society from different disciplines and eras. • A final exam to demonstrate learning from the initial pretest to the end of the course. 	
Experiential Learning Opportunities:	
This course includes a required trip to the Chicago Art Institute, three experiential projects, and one community art project.	

Assessments:		
Major Assignments:	Short writing assignments: 5 @ 10 pts. each	50
	Major projects, 4 @ 30 points each	120
	Art Institute presentation	10
	Final synthesis essay	30
Assessments:	Chapter quizzes, 10 @ 20 points each	200
	Final exam	50
Class Participation:		40
Total		500
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	ASSIGNMENT DUE	CLASS OBJECTIVE
WEEK 1 Aug. 27		Introductions Pretest Good life in a good society
Aug. 29	Write: A good life in a good society Read: Chapter 2, Ancient Greece	Quiz on Chapter 2 Summarize the Greek heroic ethic of Homer's <i>Iliad</i> What does it mean to be a hero?
WEEK 2 Sept. 3	Read: Plato's Allegory of the Cave, Course Pack	Summarize the Allegory of the Cave How do we know?
Sept. 5	Read: Chapter 3, Ancient Rome	Quiz on Chapter 3 What does it mean to be an empire?
WEEK 3 Sept. 10	Read: Epictetus, Stoicism, Course Pack Write: What Stoic ideals appeal to you and why?	Understand Stoicism; consider contemporary implications Summarize: Ancient Greece and Rome
Sept. 12	Read: Chapter 4, Judaism, Christianity, and Islam	Quiz on Chapter 4 Read and discuss two versions of creation in Genesis What does it mean to be human?

<p>WEEK 4 Sept. 17</p> <p>Sept. 19</p>	<p>Read: Selections from the Bible, Course Pack Write: Compare and contrast the God of the Old Testament and Jesus</p>	<p>Read, summarize, and analyze the Good Samaritan Compare and contrast the God of the Old Testament and the God of the New</p> <p>Group work day: The cathedral project</p>
<p>WEEK 5 Sept. 24</p> <p>Sept. 26</p>	<p>Read: Chapter 5, the Middle Ages The cathedral project</p> <p>Read: Chapters 6 & 7, The Renaissance – pp. 127 – 132; 133 – 135; 138; 145; 148 – 154; 159 – 161; 165 – 173</p>	<p>Quiz on Chapter 5 The cathedral project</p> <p>Quiz on Chapters 6 & 7</p>
<p>WEEK 6 Oct. 1</p> <p>Oct. 3</p>	<p>Review: The artworks illustrated in Chapters 6 & 7 Write: Choose one work that especially appeals to you. Explain why. What view of the human does your choice represent?</p> <p>The Shakespeare Project</p>	<p>The Shakespeare Project: Understand the power and impact of Shakespeare’s sonnets to reveal what it means to be human</p>
<p>WEEK 7 Oct. 8</p> <p>Oct. 10</p>	<p>Read: Chapter 8, The Seventeenth Century: Reformation, Global Revision, Scientific Revolution The <i>Ambassadors</i> project The <i>Ambassadors</i> project</p>	<p>Quiz on Chapter 8 Understand the power of an image to capture a cultural moment</p>
<p>WEEK 8 Oct. 15</p> <p>Oct. 17</p>	<p>Read: Chapter 9, The Enlightenment</p> <p>Read: John Donne, “New Philosophy,” Darwin’s conclusion to <i>On the Origin of Species</i>, and Freud’s “Three Humiliations,” Course Pack</p>	<p>Quiz on Chapter 9 Crash Course Science The scientific method Design a science experiment about everyday life</p> <p>Understand the social impact of science: John Donne’s poetry, Galileo’s view of reconciliation, and Darwin’s theories</p>
<p>WEEK 9 Oct. 22</p> <p>Oct 24</p>	<p>Present: The scientific method</p> <p>Read: Excerpt from <i>Freakonomics</i>, Course Pack</p>	<p>Draw conclusions about (1) drawing conclusions and (2) communicating results effectively Discuss Thomas Kuhn’s <i>The Structure of Scientific Revolutions</i> for another view of the scientific method</p> <p>Analyze the use of the scientific method to understand the social world: understand the use of the Social Sciences in the contemporary world in <i>Freakonomics</i> and in <i>The Immortal Life of Henrietta Lacks</i></p>

		Choose the Humanities 110B Humanities Bowl team!
WEEK 10 Oct. 29/31 HUMANITIES FEST	Attend: At least 4 Humanities Fest events Participate: Humanities Bowl Write: The personal impact of Humanities Fest	
WEEK 11 Nov. 5 Nov. 7	Read: Chapter 10 (pp. 223 – 227; 234 – 241): Romanticism Read: Romantic poetry, Course Pack	Quiz: Chapter 10 Analyze Thoreau’s reaction to the new technology of his day, the train How can we adjust to technological change? Analyze the Romantic worldview
WEEK 12 Nov. 12 Nov. 14	Read: Chapter 11: The 19 th Century (Industrial Age) Read: Marx and Engels, <i>The Communist Manifesto</i> , Course Pack Read: Carnegie, <i>The Gospel of Wealth</i>	Quiz: Chapter 11 Encounter Classical and Romantic music Consider social justice issues of the 20 th century: Marx and Engels and industrial workers
WEEK 13 Nov. 19 Nov. 21	Read: Chapter 12: The 20 th Century (Modernism) Write: Art at the Art Institute (AI) Present: Art at the AI Write: The Uses of Public Art	Quiz: Chapter 12 Share reactions to Art at the Art Institute Consider the uses of public art; art and war; art and race Introduction: the synthesis essay
WEEK 14 Thanksgiving Holiday		
WEEK 15 Dec. 3 Dec. 5	Read: Chapters 13 – 14 Write: Rough draft, synthesis essay	Work week: the synthesis essay <i>Black Mirror</i> , “Nose Dive” Understand issues of contemporary society: globalization, cosmopolitanism, the commons, technology, censorship
WEEK 16 Dec. 10 Dec. 12	Submit: the final synthesis essay Review Final Exam	

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

Responsibilities

<p>Attending Class</p>	<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. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. In Humanities 110B,</p> <p>My responsibility is to be here, ready to go, on time, every time. I will do my best to make class lively, engaging and enjoyable.</p> <p>Your responsibility is to be here on time, reading completed, homework done.</p> <ul style="list-style-type: none"> • You must be on time, stay for the whole class, and speak up in a way that shows you have done the homework. • Absence impacts class participation points, which cannot be made up. This class will follow the English department standard of 9 hours of excused absences for appropriate athletic, personal, or documented medical reasons. Additional absences may mean that you cannot pass the class. • Note that attending doesn't just mean that your body is taking up space; your mind must be present, too. You'll need to engage in class discussion (which means you must have completed the reading and writing assignments). Speak up. Get engaged. Your grade depends on it.
<p>Turning In Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work when due. Late work will not be accepted.</p>
<p>Meeting Standards for Classroom Behavior</p>	<ul style="list-style-type: none"> • Use all the class time. 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. • 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. As we talk, we'll share ideas about a broad range of issues, some of which may well challenge comfortable notions. We won't always agree on everything. That's 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, while respecting the dignity of everyone when doing so. • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. • Participate in class discussions. Discussion involves <ul style="list-style-type: none"> ▪ Being able to identify what the text in question says (using <i>text</i> in the broad sense of any of the sources we will study: a building, a poem, an image, a sculpture, a decorative item such as a pot or a tapestry, an essay, a philosophical text, and so on). ▪ Backing up claims with direct references to the text. ▪ Being able to explain the text in your own words. ▪ Evaluating the ideas: do you agree or disagree? Is this text helpful in

	assessing life and culture? Why or why not?
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <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"> • 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	<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>
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 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</p>

	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 .