

Syllabus

HUM 515 Nineteenth-Century Humanities

Course Prerequisite(s): ENG 101 / ENG 102 / Bachelor's degree

Course Description:

Humanities 515 takes an interdisciplinary approach to the humanities of the nineteenth century. The course provides a solid foundation in the ideas and concepts that were either dominant or emergent, and it locates them within their historical and cultural contexts. The learner will trace developments of ideas, compare and contrast texts, and look for core belief systems and ethical stances that may inform the period's unique position with respect to discourse production. In addition to seeking new insights and views into the period, the course encourages thinking across cultures, periods, and modes of thought.

Further, the course requires the learner to apply the ideas and the concepts to issues in current times, in order to develop new perspectives and vantage points, which the learner will share in a learning community, and will develop in dynamic research and writing. The course requires clarity of vision and courage to encounter, question, develop and integrate new ideas and ways of thinking. This course is intended for students who already possess a bachelor's and, ideally, a master's degree, and who would like to develop interdisciplinary perspectives that integrate with their prior knowledge and experience.

Textbook(s):

Gloria Fiero. *The Humanistic Tradition, Book 5*. NY: McGraw-Hill, 2005.
Bedford Anthology, Vol 5. NY: St Martins, 2004
Marvin Perry. *An Intellectual History of Modern Europe*. NY: Houghton-Mifflin. 1993.
Daniel Kolak. *The Longman Standard History of Philosophy*. NY: Pearson, 2006.
Marilyn Stokstad. *Art History: Vol 5. Ancient Art*. 3rd Edition. Prentice-Hall, 2009.
Jared Diamond. *Guns, Germs, and Steel: The Fate of Human Societies*. NY: Norton, 1997.
Romanticism: Art -- <http://www.abcgallery.com/movemind.html#Romanticism>

Additional material will be available through web readings and the Online Library, which will provide students access to selected journal articles, book chapters, and reference materials.

Learning Outcomes:

By the end of this course, students should be able to do the following:

1. Identify and discuss major intellectual, historical, and cultural trends and topics.
2. Evaluate themes across the disciplines and relate them to emergent ideas and notions.
3. Analyze the relationship between texts and the particular historical, social, cultural, and biographical contexts of their production.
4. Research and critically evaluate the constructs and ideas, and evaluate how they have changed, and how attitudes and perspectives toward them have evolved.
5. Make connections between the course texts and concepts to current contemporary events, ideas, and issues, and discuss the insights that result.
6. Apply the ideas to current contemporary issues, with particular emphasis on ethics, how the individual, communities, and the global community can be impacted if certain ideas or points of view are promulgated.
7. Construct solid annotated bibliographies and a research paper that posits a new way of looking at contemporary issues and the texts covered in the course by synthesizing ideas and re-envisioning thinking, particularly "critical" thinking.
8. Discover connections, propose explanations, and defend positions.

Course Content:

1. Interdisciplinary texts that have been designated as being produced within the category of the course topic and period.
2. Discussion of the historical, social, cultural and biographical contexts in which those works were produced.
3. Intellectual movements in various periods.
4. Discussions of the theoretical issues and questions related to historical, social, cultural, and biographical approaches to the study of the course topic.
5. Ethics and ethical dilemmas, found both in the primary texts and in connections to historical (or current) situations.
6. Criticism and reflection upon political and economic systems.
7. Discussion of the relevance of course readings to the understanding of contemporary global issues.
8. Critical analysis and interpretation.
9. Research projects.
10. Learning community-centered collaborative activities and projects.

Course Outline:

For the detailed course outline, please see the calendar.

Course Readings:

For a list of course readings, please see the Reading page on the course website

Course Preparedness:

This course is a graduate-level literature course. It assumes the mastery of prerequisite college-level skills in spelling, grammar, punctuation, paragraphing, and essay writing. It also assumes the ability to read and analyze literary texts. This course provides instruction in world literature and does not address remedial writing issues at the sentence, paragraph, or essay level.

This course focuses on literary texts and analysis and requires college-level writing skills that exceed those required at the secondary level.

However, in some cases, students who have not yet completed a bachelor's degree may be allowed to take the course.

Course Workload:

For a sixteen-week course, students can expect to devote a minimum of 6 hours of independent study per week in order to complete the coursework. If students are taking the course in an accelerated 8-week mode, they can expect to devote a minimum of 12 hours per week of study.

Assessment Strategy

Learners will demonstrate their knowledge of the subject and their ability to engage in critical thinking and problem solving activities.

- *Journal Entries/Discussion Questions.* Designed to help students identify authors, their works, literary terms, and concepts. Students will also analyze texts, connect the authors, texts, and critical concepts. Finally, students look at texts from multiple perspectives in order to evaluate their own thought processes.
- *Synchronous Online Activities.* Designed to help learners apply the concepts in the course to texts, and to share their insights.
- *Essay / Research Paper.* Designed to help students write scholarly papers and engage in literary analysis. Students will develop a clear thesis which they support with literary citations, a close reading of the text, application of critical theories and perspectives. Students will focus on developing multiple interpretations of a single text, or will look at multiple texts within a movement, genre, or author's oeuvre.

Activities

1---READING

Please read the textbook assignments in your reading lists.

2---REVIEW

Students will review Study Guide questions to develop a deeper understanding of the text and the concepts. Keeping careful notes or a journal will help them write the essays.

3---WRITING

Students are required to write a total of five (5) unit essays and a final essay. The unit essays will be at least 1,250 words in length, and will be turned in at the end of each unit. The final essay will be at least 5,000 words in length and will be turned in at the end of the course.

Type of Essay	Minimum Word Count	Percentage of Grade	Due Date
Unit Essay	1,250	10% per unit	End of unit
Final Essay	5,000	50%	End of course

The essays are comprehensive literary analyses and should contain the following elements:

- Clear thesis statement
- Analysis of the text, with supporting textual evidence
- Insights and interpretations
- Clear conclusion
- Works Cited (use MLA style: <http://owl.english.purdue.edu/owl/resource/557/01/>)

Definition of Grades:

Undergraduate Courses

- | | | |
|---|-------------------------|--|
| A | Outstanding Achievement | <i>Significantly exceeds standards</i> |
| B | Commendable Achievement | <i>Exceeds standards</i> |
| C | Acceptable Achievement | <i>Meets standards</i> |
| D | Marginal Achievement | <i>Below standards</i> |
| F | Failing * | |

Graduate Courses

- | | |
|---|-------------------------|
| A | Outstanding Achievement |
| B | Commendable Achievement |
| C | Marginal Achievement |
| D | Unsatisfactory * |
| F | Failing * |

* Students receiving this grade in a course that is required for his/her degree program must repeat the course.

- I **Incomplete** The "I" grade is given at the discretion of the instructor when a student who has completed **at least two-thirds of the course class sessions** and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. The student must convey these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor

decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not assigned when the only way the student could make up the work would be to attend a major portion of the class when next offered.

An "I" that is not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

- W Withdrawal** Signifies that a student has withdrawn from a course after beginning the third class session. **Students who wish to withdraw must notify their admissions advisor before the beginning of the sixth class session in the case of graduate courses, or before the seventh class session in the case of undergraduate courses.** Instructors are not authorized to issue a "W" grade.

Plagiarism:

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Ethics:

Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

Technology:

Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

Diversity:

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

Civility:

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language, or gestures

Students with Disabilities:

Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

Writing Across the Curriculum:

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers. <http://www.bibme.org>