

Humanities 220: Arts and Ideas, Ancient to Medieval Period Fall 2018

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Office Hours: Mondays 11:45-12:45 and 2-3, Tuesdays 2-3:15, Wednesdays 2-3pm and by appointment.

(If you need an appointment; please email me with 4-5 reasonable times). Please give me at least 48 hours notice if you would like to schedule an appointment outside of office hours).

From our first course reading:

The quest at the center of a liberal-arts education is not a luxury quest; it's a necessity quest. If you do not undertake it, you risk leading a life of desperation—maybe quiet, maybe, in time, very loud—and I am not exaggerating. For you risk trying to be someone other than who you are, which, in the long run, is killing.

By the time you come to college, you will have been told who you are numberless times. Your parents and friends, your teachers, your counselors, your priests and rabbis and ministers and imams have all had their say.... You may be all that the good people who raised you say you are; you may want all they have shown you is worth wanting; you may be someone who is truly your father's son or your mother's daughter. But then again, you may not be.

For the power that is in you, as Emerson suggested, may be new in nature. You may not be the person that your parents take you to be. And—this thought is both more exciting and more dangerous—you may not be the person that you take yourself to be, either. You may not have read yourself right, and college is the place where you can find out whether you have or not. The reason to read Blake and Dickinson and Freud and Dickens is not to become more cultivated, or more articulate, or to be someone who, at a cocktail party, is never embarrassed (or who can embarrass others). The best reason to read them is to see if they may know you better than you know yourself.

--Mark Edmondson: Why Teach: In Defense of a Liberal Education

Course Description:

Why study the past? Why learn about ancient, boring, historical people, ideas, events? Why look at cave paintings or study Genghis Khan or Plato or read the myth of King Midas? How will this all “relate” to me, my life, what is going on now? Why would I need that extra baggage in my head? It's old, outdated, useless!

It's true that we live in a very unusual era with respect to time. Consider how we feel when nobody responds to our text within, like, two minutes. TWO MINUTES! *Criminy! Do they hate me? I'm being ghosted! Am I a loser?* Our sense of time, our relationship to the past, and of the ‘journey’ of humankind is somewhat complicated by “modern” technologies. But are our struggles new? Our political era? Our loves, our heartbreaks, our fears? No, no!

So my aim for our section of Humanities 220 is to help you find intrigue, curiosity, mystery, and delight in literature, mythologies, art, music, geography, politics, religion and philosophy of (primarily) the Western world in an attempt to make sense of shifts in human consciousness from waaaayyyyyy back with respect to human civilization (but just a SPECK on the timeline since humanity began!) Through readings, discussions, lectures, films, and other media, we will journey into the distant and more recent past with the goal of developing insight and understanding for how people lived and thought, and how these ideas began to shape who we are today.

Please expect to read widely and often, to write regularly with clarity and imagination, and to think deeply and well beyond the obvious.

Okay, but...really, how will I **USE** this stuff?

Well, students graduating with majors and minors in these and other disciplines in the liberal arts are known for their overall educational preparation and job flexibility—a distinct advantage in a work environment where you are likely to change jobs or careers over a dozen times. Humanities majors have great success in being admitted to and succeeding in graduate programs in law, medicine, and business. Graduation with a minor in the humanities or related field provides evidence of open-mindedness, perseverance, inquisitiveness, historical perspective, critical thinking, and the ability to relate to people of other cultures as well as to those who are highly educated themselves. At the present time, the two more important changes that are being implemented in the higher education system of dozens of nations are 1) a shift to instruction in English; and 2) the addition of a liberal arts curriculum to otherwise narrower courses of study. Humanities courses, readings, and concerns are central to these global education changes.

This course satisfies the Arts requirement of the CSU Chico General Education Program, which states: “Students will cultivate intellect, imagination, sensibility and sensitivity and respond subjectively as well as objectively to aesthetic experiences. Students will develop an understanding of the integrity of both emotional and intellectual responses and cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination” (E0 1065).

This course counts towards the major in Humanities (40-41 units, in which it serves as a core requirement); the minor in Humanities (21 units); the minor in Classical Civilization (19-21 units); the minor in Modern Jewish and Israel Studies (18 units); and the minor in Medieval and Renaissance Studies (18 units).

Required Texts and Materials:

- *Gilgamesh*, the Stephen Mitchell translation
- *The Book of Job*, again, the Stephen Mitchell translation
- *D'Audelaire's Book of Greek Myths* by Edith Hamilton
- *Antigone*, by Sophocles (cheapo Dover edition will do)
- *The Inferno*, by Dante, the Robert Pinsky translation
- *The Testament of Mary*, by Colm Toibin
- *Sir Gawain and the Green Knight* (I am using the Penguin classics version)

There will also be about +/-50-60 pages of PDF's on Blackboard which you will need to read. I ask that you print them if at all possible. Substantial evidence and student anecdotes tell us that print stays in the memory longer and is read more deeply. Plus you can print on both sides of the paper.

*****You will also need an UNLINED journal and a set of colored pencils (NOT pens, please). I have ordered some nice and CHEAP sketchbooks at the book store! Please do not buy a sketch book with a hard cover. Please do not buy a sketch book with lined pages. A 5X 8 at smallest or 8X11 at largest is about perfect. Please do not spend a lot of money. \$6-15 tops!**

You will need to bring your journal to class *every day*, as I will make unpredictable checks to see that your work is both thorough and current. The writing and art assignments will be a large part of our assignment sequence throughout the semester.

Your penmanship in your journal need not be remarkable, but it must be *readable!* I reserve the right to do a “send-back” with subsequent point deductions if the writing is impossible to read.

HOW TO SET UP YOUR JOURNAL

- Put your name on the inside of the front cover
- Please number the pages in your journal. Yes, you may use the back of pages.
- Front page of the notebook: This is a space for you to do some kind of artistic “cover page” that lets me know who you are. Beautify, enjoy, make it yours.
- Following page is to be the “Table of Contents.” As such, you will label it “Table of Contents” or something similar. **Each time you add an entry to your notebook, you will be adding the page number to the Table for my reference.**
- TITLE ALL NOTEBOOK ENTRIES! I reserve the right to NOT GRADE UNTITLED AND MYSTERIOUS MATERIALS.
- Artisanhip has often wooed me. (I’ll show you a few)
- Please reserve the last 10 pages of the notebook for vocabulary. Three to four words per page should be perfect. I will collect three words per week from you. I may or may not check these weekly. You still MUST keep up with this even if I have not collected them!

VOCABULARY: PROGNOSTICATOR FOR COLLEGIATE ACHIEVEMENT

Because vocabulary is so highly linked with academic success, you will be adding three words per week to your current lexicon. Studies show that one highly successful method to learning vocabulary is to create your own meaning for the word.

In the back of your sketch book, (the last 10 pages or so) you will be taking space to generate a vocabulary list for yourself, centering on three new words *from our readings/discussions/films* per week.

This will total approx. 45 vocabulary entries by the end of the semester, worth five points each.

- You will *write the word and illustrate its meaning in color*. You can use the word itself as part of the illustration.
- You will write the *origin of the word* (Etymology)
- You will write a *complete definition* (a full sentence at least) from the OED (Oxford English Dictionary)
<http://www.oed.com.mantis.csuchico.edu/> (please do not use other dictionaries; the OED is most complete)

Some students design the letters of the word in such a way that the letters themselves “show” the word’s definition, others will draw a background picture that offers the meaning. You will be responsible for retaining the definitions of the words you have selected, and may be asked at the end of the term to define these words in a short quiz. Remember, these are to be done in color (evidence suggests that we remember things better if they are done by us in color!)

COURSE RESPONSIBILITIES

***PLEASE FREQUENTLY CHECK EMAIL AND BLACKBOARD “ANNOUNCEMENTS” for homework and reading specifics!!!

Attendance and Participation

I expect everyone to be present and actively involved each day. If you are not in class, you cannot participate, and if you are not participating, you are not completing course requirements. I ask that you arrive ready to work and to be a solid member of the class—*merely showing up does not merit participation*. If we have readings due, please plan to have read them and thought about them. This means making sure you have identified points you agreed or disagreed with, made connections to other courses you’ve taken, identified concepts that might help you in writing course papers, and engaged in interesting points of departure for further research and reflection. Your final grade will reflect your level of engaged participation.

You are allowed three absences for the semester

after which time your grade will drop a step with each subsequent absence (so from an A to an A-). **At six absences, you will have missed a total of three whole weeks of class, and you will not be able to pass the course.**

If you incur more than three absences without medical excuses, your grade will drop a step with each subsequent absence (so from an A to an A-). At six absences, you will have missed a total of three whole weeks of class, and you will not be able to pass the course.

Important note: Unless you have a medically documented absence due to extreme circumstances, an absence is an absence. **Three tardies and/or early departures will equal one absence.**

EMAIL, COMMUNICATION, AND DELIVERY OF ASSIGNMENTS

Our classroom is a community, one that will form from your attentions to each other and your work.
THEREFORE, THE USE OF CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES OF ANY SORT IS NOT PERMITTED DURING OUR CLASS. PERIOD.

And, in case you want to know more about why, take a look at this article:

<https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368#.mfzzroa5z>

Or this article, about the infamous Bill Gates: <http://www.businessinsider.com/how-bill-gates-limits-tech-use-for-his-kids-2018-1>

This means that BEFORE YOU ARRIVE TO CLASS, you will store your phone, TURNED OFF, in your backpack/purse, etc. And, this means that as soon as you enter the door of our classroom *you will actually TALK TO THE PEOPLE IN OUR CLASS rather than your friends, family, etc who are NOT IN OUR CLASS*. Or, you can sit quietly and read. Or draw. Or work on your journal. You can braid daisies, or knit socks, or paint rocks, but please respect the classroom as its own community and **do not have your phone out, period**. We are going to communicate with each other! In person!

If you choose to have your phone or other media out despite these rules, I reserve the right to do any or all of the following: A) Take your phone, and return it to you after 5pm the day of that class, B) mark you absent for the day, or C) knock five points off your final participation grade.

If you have an emergency and may need to receive a text or call, notify me at the beginning of class. This can be accommodated on an as-needed basis.

In principle I do not oppose technology—I use it myself! But my firsthand experience with its recent failure to enhance the classroom environment and your real learning in various ways means that it won't have a place in our classroom except for the presentation of some material or where I request its use in special circumstances. You are free to use any and all technology to enhance your learning outside of 150 minutes of class each week—and in fact you will need a computer to complete your written assignments

Writing your lecture notes rather than typing them into your computer during class improves your learning and retention. My task as an instructor is to help you succeed in this class. Required reading the first week of class will provide background reading on this topic. You will write your class notes in your journal, and title them as such (i.e., "Notes on Mythology Lecture, Sept 10"). There are many studies that tell us how much more you retain if you take your own notes. Oh look! Here's one now!

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Oh! And another!

"The Pen is Mightier than the Keyboard," at <http://pss.sagepub.com/content/25/6/1159>

If you have an accommodation for computer notetaking, please send your ARC information to me immediately.

As I teach many classes each semester, I receive *a lot* of emails. I would like to request that **ONLY** email me **AFTER** you have contacted at least two of your peers regarding your questions/assignments. If you have more detailed questions, please come to my office hours!!

If you do not hear from me with an important assignment-related question within 48 hours, please resend the email in the event that it was lost.

There is no need to email me to tell me you will be absent from class unless it will be more than two consecutive absences and you need help with work.

ASSIGNMENTS AND GRADING (exact points may vary)

Vocabulary (5 points per word, 3 words per week, +/- 15 weeks)=**225 points**

Journal Work (this will include class notes, short writing assignments, drawings, maps, etc) up to **300 points for the semester. There are 3-4 maps due for our class, at 50 pts apiece!**

Quizzes (approx. 100 points, 20-40 pts per quiz)

Unfortunately, I have found I **MUST** give quizzes. I would prefer not to, because it is a lot more grading for me! But sadly I have come to realize that the reality is, students seem to read and study more often if they feel accountable. *I believe in the pop quiz.* IF the **WHOLE** class is for the most part reading, quizzes will subside. If the class is bailing on the reading regularly, quizzes will become more frequent in nature. *Quizzes cannot be made up due to absences except in extreme circumstances. Try not to miss quizzes!*

Midterm (approx. 140 points)

Final Project (An Illuminated Essay): 250 points

We have the good fortune of two visitors later in the semester who will introduce you to the idea of the “illuminated” manuscript. You will be illuminating two pages of a beautifully written work of your own. Further details will be provided as the semester progresses.

Final Exam (cumulative, approx. 150 points)

Both the midterm and the final will have essay questions as well as a practicum component. Our course will ask that you memorize a few dozen important pieces of art and music as well as art and music terms that you will be required to identify on these exams. You will be taking notes in your sketch book on various elements of the art/architecture and music so you will be well prepared for this task. *You will be expected to know the artist/composer, the year of creation, and the title of the piece.*

Participation and Attendance (100 points)

Students are **expected and required** to attend regularly and to participate in discussion. This course takes into account that there are many forms of participation, so considering factors such as attentiveness,

lack of telephone/internet use in class, and engagement with the material will be measures of participation in addition to speaking in class and sharing ideas.

TOTAL POINTS: Approx +/-1200 for semester!

OTHER SUNDRY ITEMS

A Note on Plagiarism

Plagiarism comes in many forms ranging from buying papers on the internet to improper citation of sources. For obvious reasons, submitting another's work as your own is unacceptable, and will result in an "F" for this course and possible expulsion from the university. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/sja.shtml>. If you have questions, please ask me in class or office hours. *Papers without proper citation will not be able to pass!*

Late Papers and Assignments

I am afraid that after many experiments, cajoling, kindnesses, and so forth, I have found that *I simply cannot accept late work*. If you have extreme, documentable, mitigating circumstances, please see me/email me right away. Assignments are considered late if they do not appear either in class or on Blackboard at scheduled times. Printer trouble IS NOT a valid reason for late work, nor is computer difficulty.

OFFICE HOURS

Please use them. I enjoy your visits! I especially love it when you come by during the first few weeks of class and introduce yourselves. This is time I have specifically set aside for helping you better understand everything from course expectations to dangling participles. If there is a long line of students, I reserve the right to restrict time and/or schedule appointments. I estimate that students who utilize office hours do about 20% better on assignments!

Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

ESL Resource Center

The ESL Resource Center provides free tutoring for all non-native English speakers and heritage learners. Tutors can provide assistance with any aspect of the writing process from brainstorming topics, outlining papers, editing drafts, answering grammar questions, and working with sources and citations. Tutors also provide help with oral presentations, digital documents, and reading and listening skills. The Center isn't exclusively for international students. Instead, anyone who identifies as a non-native English speaker is welcome to utilize this free campus resource. The Center is located in ARTS 206A and is open Mondays – Fridays from 10:00 – 4:00. No appointments are necessary. More information can be found at: <http://www.csuchico.edu/engl/student-resources/eslcenter.shtml>

Our University, Mechoopda Lands.

For thousands of years this land on which CSU, Chico operates has been the traditional land of the Mechoopda people. Today, this land is still the home of many indigenous people and we are grateful to have the opportunity to work here.

A FEW NOTES ON HANDING IN WRITTEN WORK

In my many years of teaching writing courses, I have noticed a few common errors, which are easily avoided. Please take the time to review below. You will be held accountable for these guidelines when submitting written work!

Citation: YOU MUST CITE ANY INFORMATION YOU TAKE FROM OUTSIDE SOURCES both as in-text citations and in a “Works Cited” page. Please use the Purdue Owl website if you need further assistance. MLA citation is the standard for Humanities courses.

Summary Vs Analysis: Summarizing a reading is boring, elementary, and generally only useful if you're speaking about the reading to an audience who has never encountered it (and even then, there are real arguments as to why to avoid flat summary). [Please do not summarize our class readings.](#) We will spend more class time talking about HOW to analyze, but think of the difference as this: When analyzing, you will want to find a passage or passages in the reading that exemplify your point and to talk about them in depth, pointing out ways that they connect not only to your ideas, but to other readings, other thinkers, etc. Full points entailed developing these connections in detail, pointing to specific passages and making sense of them in the context of the novel/essays/poems and the course. ALWAYS ASSUME A SMART READER.

Formulaic Writing: Please, please, please DO NOT WRITE with 5-paragraph essay structure. I will speak about this in class. Does this mean your paper will not have any structure? No! It just means that

your paper WILL NOT “tell us what you plan to tell us, tell us, and then tell us what you told us.” To this end, please **DO NOT END YOUR PAPER BY REPEATING YOURSELF**. Your reader has JUST READ THE PAPER. Don’t torture us. Be interesting, provocative. End with a quote from the book that you didn’t yet get to talk about, or a thought about the book’s relationship to something larger, etc.

Junky Sentences: Please review your work to avoid the sorts of empty sentences common to academic papers, such as:

“There are many things about beauty to be found in this book”

“There are a number of themes in this book”

“In today’s modern society...” (or any variations on this)

“Since the beginning of time, people have been...”

“The dictionary definition of _____” is _____” (these are uninteresting and, unless you are writing on something extremely technical or totally obscure, unnecessary”

“There are three philosophers who we read who are related to my topic”

“The final way this book relates to capitalism in our era is...” (as though there were ONLY three ways, and you have figured all of them out....)

General Professionalism: Please make sure your work is carefully edited (this means that it contains fewer than three spelling or grammar errors), that you have titled your paper/assignment with an interesting and pertinent title, that your paper is stapled, that titles are properly italicized, that you’ve referred to authors by their last name (they are not your homies, they are professionals), and that you have read your work aloud before submission.

On Letter Grades:

Here are some adjectives to help you in your associations for each strata of grade:

A work: “A” work is generally associated with *exemplary, stellar, original, extraordinary, thought-provoking, engaged, of artisanal quality*. An “A” is *truly remarkable, shiny, graceful, boastworthy, and amazing*. In other words, you totally rock.

B work: “B” work is generally associated with *“above and beyond,” with some, but not all, of the above qualities, above average, to stand out on occasion, to be worthy of recognition*. You are, on occasion, *outstanding*, at other times, perhaps, *doing perfectly great*. **Newsflash! A “B” is a good grade.**

C work: “C” work is average. That means, that you have done *competent work*. *You have done what has been asked of you, but rarely stretched toward something more*. You have, perhaps, *missed more class than you first intended*. Your work (not you, of course!) is *regular, ordinary, and meets minimum assignment criteria*. You are just fine! Remembering that a “C” is average is helpful. It means *everything is okay*.

D work: “D” work fails to meet the minimum criteria for the course. Perhaps on occasion, you did great work, when you did it. Perhaps you did only a handful of assignments. When you receive a “D,” it means that I cannot, in good conscience, tell my colleagues in other courses that you were ready or willing to undertake more difficult reading and writing. A “D” can also indicate a lack of commitment to the attendance policy.

“F” work: A failing grade is just that---you failed! Perhaps you forgot you enrolled in the class? Maybe your work did not indicate that you were very present for the experience of reading and writing. Perhaps it was a very rough time in your life. Trying not to get an F is always a good idea. Remember, though, that it is your *work* that is being assessed—not you, not your potential, and not your past performance in other academic endeavors.

If you have concerns or questions about your grade, come to my office hours. Come *before* things are dire, before the end of the semester, when it is often too late to make substantive improvement! If you notice a grade that you received is NOT posted on Blackboard, please call my attention to it! *I do not negotiate grades at the end or after the semester closes.*

Cal State World Art Website

<http://worldart.sjsu.edu>

Web Gallery of Art

<http://www.kfki.hu/~arthp/welcome.html>

Google Image bank and art museums listings

<http://www.google.com>

http://directory.google.com/Top/Reference/Museums/Arts_and_Entertainment/Art_Museums/

fineArt forum resource directory—lots of museums

http://www.msstate.edu/Fineart_Online/art-resources/museums.html

University of Washington Humanities Text, volumes 1 and 2 (World Civilizations)

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/contents_vol_2.html

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/contents_vol_1.html

Domestic Museums

Cleveland Museum of Art www.clevelandart.org

The Frick Collection www.frick.org

The Getty Center, Los Angeles www.getty.edu

The Guggenheim Museum, www.guggenheim.org

The Jewish Museum www.thejewishmuseum.org

The Metropolitan Museum of Art www.metmuseum.org

The Museum of Modern Art www.moma.org

National Gallery of Art www.nga.gov

Norton Simon Museum www.nortonsimon.org

International Museum directory

Virtual library museums pages <http://vlmp.museophile.com/>

Encyclopedias: Infoplease.com has a good basic encyclopedia for people at <http://www.infoplease.com/>

The Grove Art Dictionary Online is a great source of artists and their work, though it's a bit thin on actual photos and pictures. It can be accessed through the Meriam Library resource page at http://www.groveart.com/shared/views/search_query.html?authstatuscode=200

Some desired and strived-for Student Learning Outcomes for our class:

- The discipline and stamina to tackle long, complex influential works of the Western canon on a tight reading schedule.
- Techniques for reading closely (effective annotating, note-taking) with attention to the rhetorical and expressive possibilities of literature.
- Reading in a historically informed way, seeing a work as a historical artifact that interacts complexly with the social, political, and cultural realities of its time.
- Understanding the basic parameters of a work's historical contextualization (dates, places, languages, genres, intellectual traditions).
- The ability to revise and edit your work critically and effectively, with attention to matters of grammar, style, organization, tone, citation practice.
- The ability to, when necessary, conduct basic library research; find your way around library resources, both online and physical; know where and when to obtain reference help.
- Develop and reinforce reading habits that are ambitious, exploratory, and life-long; appreciate that "Great Books" are not a closed list to be mastered once and for all.
- Develop a rough timeline and geographic awareness of human civilization in the West
- Listen attentively and actively in lecture situations; take notes effectively; formulate questions and prompts for further discussion, including listening to the ideas of others.
- Respect the basic etiquette of group discussion: participating without dominating; feeling responsible and accountable for the success of the discussion; being willing to share; being able to wait.
- Respond to other students' writing; peer-edit, make critical and constructive suggestions; learn to accept and make use of such input from others.