

## Humanities 222: Arts and Ideas

### Renaissance to the Present

Fall 2021

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Office Hours: Mondays 1-3pm and Wednesdays from 2-3:50

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, and how, does one think about art? Why care about the evolving political map of Europe in the last 500 years? What do seemingly “ancient” and “boring” historical events such as the Protestant Reformation have to do with the shifting conceptions TODAY of the individual, the

community, and ideas about god? How is it that human thinking has changed over time due particularly to the scientific revolution? How is an interest in beauty not simply a superficial notion of media and its present demands in the consumer age, but an age-old quest for truth and goodness? Our section of Humanities 222 will use these, and other questions as starting points for a survey of the major movements in Western thought and culture from the Renaissance to the Cold War/Civil Rights Era. We will be studying literature, art, music, geography, politics, religion and philosophy in an attempt to make sense of shifts in human ideas over time. Through readings, discussions, lectures, films, and other media, we will journey into the distant and more recent past to develop insight and understanding of important movements and thinkers within their cultural and historical contexts. You will also develop your abilities to identify works of art within historical and cultural periods of time.

Please expect to **read widely and often, to write regularly with clarity and imagination, and to think deeply and well beyond the obvious.** Of my classes, students often say that they are challenging but extremely chock-full of new ideas and ways of thinking. So, welcome!

From the Catalog:

This course satisfies the C1 Arts requirement of the CSU Chico General Education Program. In this course, “students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination” (E0 1100).

Student Learning Outcomes

- ❖ SLO #1. Students can demonstrate factual knowledge of the emergence and development of a set of ideas, an artistic form or medium, or a religious, philosophical, or artistic tradition.
- ❖ SLO #2. Students can apply methodological approaches of at least two academic disciplines in the humanities.
- ❖ SLO #3. Students can perform close analysis of or assess a given cultural artifact with reference to standards appropriate to the medium, cultural origin and time period of the work.
- ❖ SLO #4a. Students can make clear, well organized, and substantive written presentations.

## ON MASKING AND VACCINATIONS

**I, along with some of your classmates, have a health condition.** To that end, I want to remind you that: *The CSU requires students to be fully vaccinated against COVID-19 by September 30, 2021, unless you have an approved exemption. Currently, Chico State is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face mask covering the nose and mouth in order*

*to participate in this course. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines.*

*Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any other COVID-19 related safety policy or mandate, including the face covering requirement, may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.*

*Individuals unable to wear a face covering due to a medical condition should contact the Accessibility Resource Center by phone at (530) 898-5959 or by email at [arcdept@csuchico.edu](mailto:arcdept@csuchico.edu)*

## **Our WI section of Humanities 222**

As a W course, in this section “students use writing in the English language to inquire into and respond to course topics, engage in rigorous study about a body of knowledge essential to various audiences, and communicate that knowledge clearly to those audiences” (EM 17-009).

- ❖ Over the course of the semester, students complete a number of in-class and short writing assignments. These exercises serve as the basis for discussions and also as preliminary exercises leading up to the formal essay and visual/textual analyses.
- ❖ Class exams are written, including short-answer and essay questions. The skills and approaches used in the formal essays and in-class writing exercises prepare you for writing these exams, and vice versa.

## **Required Texts for Our Course**

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(PLEASE strongly consider purchasing or renting these books rather than reading them on a device, as I find students do better when they have a hard copy of the text)

The Prince, Machiavelli: ISBN 9780486272740

Candide, Voltaire. ISBN-10: 0486266893

A Doll’s House, Henrik Ibsen. ISBN# 0486270629

Maus, VOL I and II, Art Spiegelman. We need both volumes!! ISBN-10: 0679748407

Baldwin, James. The Fire Next Time. ISBN: 9780679744726

A set of colored pencils, the darker the better (not pens though!)

One Fabriano Staple-Bound notebook, 5.8 X 8.25 size, ANY COLOR fine, like these:

[https://www.amazon.com/Fabriano-EcoQua-Notebooks-staplebound-blank/dp/B00GHSD12/ref=sr\\_1\\_fkmr1\\_1?crd=1I1EQE4WCJ36A&keywords=fabriano+ecoqua+notebooks+staplebound+blank+wine+5.8+in.+x+8.25+in&qid=1552604716&cs=gateway&sprefix=fabriano+notebook+blank+sta%2Caps%2C239&srf=8-1-fkmr1](https://www.amazon.com/Fabriano-EcoQua-Notebooks-staplebound-blank/dp/B00GHSD12/ref=sr_1_fkmr1_1?crd=1I1EQE4WCJ36A&keywords=fabriano+ecoqua+notebooks+staplebound+blank+wine+5.8+in.+x+8.25+in&qid=1552604716&cs=gateway&sprefix=fabriano+notebook+blank+sta%2Caps%2C239&srf=8-1-fkmr1)

You do not have to buy this particular journal, but you do need a **BLANK PAGED journal (not lined, please) in which to do some art activities and vocabulary and a set of colored pencils (NOT pens)**. A 5X 8 or 8 X 11 are fine. Nothing too large and NO RINGED NOTEBOOKS PLEASE. I ride my bike to school most of the time, and I need compact notebooks for grading purposes. Please do not spend a lot of money! The ones I have listed are \$7-9.

Finally, there will also be about +/-150 pages of PDF's on Blackboard which you will need to read. I recommend printing 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!

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## **ATTENDANCE, and COURSE POLICIES**

Our class meets in person on Tuesdays and Thursdays. Since a great deal of our thinking, writing, and discussion will occur in class, 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 will 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 entire semester (unless you're truly ill, in which case we can make exceptions)** 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**

Important note: **Three tardies and/or early departures will equal one absence.**

I think of 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>

BEFORE YOU ARRIVE TO CLASS, please 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 have an emergency and may need to receive a text or call, notify me at the beginning of class. This can easily be accommodated on an as-needed basis.*

## NOTE TAKING

Much of the course is set up as an interactive lecture. *While I do post the slides, I ask that you take your own notes, in your journal, by hand.* 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.

## EMAILING ME

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As I teach many classes each semester, I receive *a lot* of emails. I would like to request that you try, whenever possible, to contact at least one of your peers regarding your questions/assignments. Then, of course if you still need assistance, please do email me. *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.*

If you have more detailed questions, please come to my office hours!

IMPORTANT NOTE: I check my email several times a day once the semester starts M-F, though not generally after 6 p.m. weekdays. *After 4 p.m. Friday, I take a "technological shabbat" which means that I will generally only check my email once before Monday morning, usually late Sunday afternoon.*

### **Late Papers and Assignments**

Normally, I absolutely do not accept late papers. However, we are living in a very weird world, and so if you have serious mitigating circumstances, please see me/email me right away and BEFORE the work is due! Assignments are considered late if they do not appear in the class or on Blackboard at scheduled times.

### **Office Hours**

I want you to be successful in our course, and I enjoy chatting with you in office hours! I also have SNACKS in my office! Please consider popping in during the first few weeks of class to introduce yourselves. This is time I have specifically set aside for helping you better understand everything from course expectations to dangling participles. Due to Covid and masking requirements, we will both be wearing masks and I generally will limit visits to 15 minutes per person.

## **WHAT WORK WILL WE BE DOING FOR THIS COURSE?**

### **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 journal, (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.

**You may not use your Art Terms as Vocab Words**, sorry. You may not use your anatomy/engineering/etc words that you're required to learn for other classes! Please keep this assignment to the readings in our current class.

This will total approximately 36 vocabulary entries by the end of the semester, worth five points each.

- You will write the word and 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)
- Then, you may choose to either A) write an ORIGINAL, complete, thoughtful sentence that incorporates the word. Or B) you may ILLUSTRATE the word, by either designing the letters of the word in such a way that the letters themselves “show” the word’s definition, or drawing a background picture that offers the meaning.
- IF YOU PLAGIARIZE A SENTENCE, you will receive a zero on the whole vocabulary component for the semester.
- 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. The definitions will be color-illustrated with your pencils in order to best serve the memory.

## **ASSIGNMENTS AND GRADING (exact points may vary)**

**Vocabulary** (5 points per word, 3 words per week, +/- 12 weeks)=**180 points**

**Journal/Sketch Book Work** (this includes CLASS NOTES, some writing about the art you view or music you listen to, some drawings, handmademaps, etc) approximately **200 points for the semester**

**Quizzes (approx. 120-150 points total, 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. Some of these are “pop” quizzes, not announced ahead of time. Some quizzes are on the syllabus. 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!*

**Short Art Paper (100 points)**

**Midterm (approx. 120 points)**

**Final Project: (200 points)**

You will be assigned one longer paper/project in this class, due at the end of the semester. The paper will be approximately 2000-2500 words and will require thoughtful research, reading, observation, and analysis of the works we have read as a class. I will offer you a wide lens for this project! It will be part of your preparation to narrow your focus and sharpen your viewpoint. To this end, you and your classmates will help each other design more specific topics for understanding, research, and writing.

- 20 points for proposal
- 20 points for “starter kit”
- 40 points for on-time rough draft and peer review
- 140 points for Final Draft

**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 (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 1000-1100 for semester**

**EXTRA CREDIT:** There is a very limited number of possible extra credit assignments available to you, which I will post soon on the Home Page of Blackboard. You will be able to achieve up to, but not exceeding, 50 possible points of extra credit during the course of the semester. Extra credit is NOT meant to bring you from a failing grade to a passing grade, but rather to supplement if you missed a quiz, etc.

### **On Letter Grades: Some associative terms 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 means that your work is “*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 and note to parents!! 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 to produce sufficient evidence of enrollment in and work for our class. Perhaps you missed four weeks of school, or your work was infrequent and not meeting the assignment criteria. 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, make an appointment for my office hours. Come *before* things are dire, before the end of the semester, when it is often too late to make substantive improvement!

### **ELEMENTAL NOTES**

#### **Mechoopda Acknowledgement**

CSU, Chico stands on traditional Mechoopda Indian tribal lands. We are grateful for the time and space to inhabit and learn from this ancestral geography and people.

#### **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 XX (specify if desired). 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](http://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 normally open Mondays – Fridays from 10:00 – 4:00. No appointments are necessary. More information can be found at: [www.csuchico.edu/engl/resources/esl-resource.shtml](http://www.csuchico.edu/engl/resources/esl-resource.shtml)

### **Printing:**

I really encourage you to print hard copies of readings, to make notes in the margins, etc. I always encourage you to print TWO-SIDED documents (I am fine with papers being double-sided) to save paper. There is a LOT of research to support that *we read and remember better, even when we think we don't*, when we are reading in print!!!