FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description from the University Catalog: HUMN 212 (3-3-0) Humanities: Music, Art, and Ideas II: The second part of an interdisciplinary survey course examining works of art, literature, music, philosophy, religious thought, and focusing on major stylistic developments and intellectual movements from the Renaissance to the present day.

Syllabus statement for Hybrid courses:
One of the strengths of the hybrid model is that it provides a broad framework for which instructors may develop and teach their courses using this model. At FSU, no more than 50% of the contact hours should occur online because anything over 50% is considered an online course.

Approximately half of the course takes place face-to-face (50%) while the remaining half of the course (50%) is online. To emphasize: no more than 50% of the contact hours should occur online.

Hybrid Section 01: In this hybrid section of HUMN 212, the following activities are required each week of the course, unless indicated otherwise in the assignment schedule:

1) Attend class in our classroom on Tuesdays from 9:30-10:45 am (75 minutes), unless indicated otherwise on the syllabus;
2) Complete independent and collaborative learning activities that will take approximately 75 minutes, that is, the equivalent of the second face-to-face 75 minute class period, Thursdays from 9:30 am-10:45 am. The 75 minutes of independent and collaborative learning activities will be done online through Blackboard; activities might include reading a PowerPoint, watching a video, writing a response to the assigned reading, or taking a quiz on the assigned reading.
3) Complete additional coursework outside of the classroom (75 minutes on Tuesday) and Blackboard (75 minutes on Thursday, for example), such as the assigned reading, studying for an exam, or homework, as described in the syllabus.

If you prefer to take a hybrid (HB1), online (D1), or face-to-face (01) section of a course, look for the relevant section number descriptions (HB1, D1, 01, etc.) in Banner; various courses fulfill the Humanities Core Student Learning Outcome:
“ART 210 Or COMM 220 Or ENGL 220 Or ENGL 223 Or ENGL 240 Or ENGL 250 Or ENGL 253 Or HIST 210 Or HUMN 211 Or HUMN 212 Or MUSI 210 Or MUSI 225 Or MUSI 260 Or PHIL 210 Or RELI 215 Or THEA 203” (http://catalog.uncfsu.edu/undergraduate/university-college/university-college-core-curriculum.htm). If you have questions about coursework, you are encouraged to raise these questions during the face-to-face class period well in advance of the assignment deadline.

Since this section of HUMN 212 is a hybrid course, students enrolled in this course must have consistent access to the following in order to complete weekly required independent online learning activities: the internet (with a high enough speed to access course materials, and a stable connection to complete reading quizzes); headphones or speakers (to listen to videos/audio); the Microsoft Office Suite, such as for Word and PowerPoint (to create and view course documents); the ability to open .pdf files (Adobe); and the most updated versions of multiple internet browsers, such as Mozilla Firefox and Google Chrome, since different parts of Blackboard perform differently when accessed from different browsers.

Due to the weekly online learning activities in Blackboard, regular Blackboard access is required; Blackboard logs each student’s access dates/times/durations for each professor’s review, and each student should log in to Blackboard at least one time per week. Access Blackboard from the FSU homepage, and log in using your username and passwords for FSU email; your username is everything before the @ in your email address.
If you encounter technical difficulties during the online portion of the course, contact ITTS for technical assistance well in advance of any assignment deadlines in order to submit coursework according to assignment deadlines. For additional information, please see the late submission policy in this syllabus.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct: Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall  
Licensed Professional Counselor  
Spaulding Building, Room 167  
(910) 672-2167  
dhall9@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Required Textbooks (Available at the FSU Bookstore | http://www.uncfsu.edu/bookstore/):  

Required Online Resources (Available in Blackboard | https://blackboard.uncfsu.edu/):  
1. The Western Humanities Online Learning Center Resources: Select the relevant week in our Blackboard course for PowerPoints, listening guides, and quizzes on the assigned reading; exams will be administered in class (Source: http://highered.mheducation.com/sites/0073376620/information_center_view0/index.html).

Optional Online Resources (Available Online | http://highered.mheducation.com/sites/0073376620/information_center_view0/index.html):  
1. The Western Humanities Online Learning Center Resources: Select “Student Resources” and the relevant chapter at for a variety of supplementary material, including news, articles, links, quizzes, chapter outlines, and chapter objectives.

VI. Student Learning Outcomes: Humanities Core Learning Outcome: Upon completion of this course, students will be able to demonstrate comprehension of a global diversity of cultures, values, and belief systems of civilizations ranging from the Renaissance to the present day. They will analyze the philosophy, religion, politics, and other historical factors impacting cultural developments.

Students will also demonstrate:  
1. Comprehension of the philosophical and cultural beliefs of historic civilizations.  
2. Analysis of the political, religious, and historical factors impacting civilizations from the Renaissance to the present day.
3. Synthesis and analysis of cultural developments through group discussions, projects, and/or presentations.

VII. Course Requirements and Evaluation Criteria
a. Grading Scale—
A / 1,000-900 points total / 90-100%; B / 800-899 points total / 80-89%; C / 700-799 points total / 70-79%; D / 600-699 points total / 60-69%; F / 599 points or less / 59% and Below.

b. Attendance Requirements—
Punctual, daily attendance is required during each entire face-to-face class period. Missing class, attending class late, or leaving class early will negatively affect your overall participation and presentation grade as follows: each set of two unexcused absences/tardies (missing class, attending class late, leaving/returning during class, or leaving class early) will lower your overall participation and presentation by grade by one full letter (B), and each subsequent set of two unexcused absences/tardies will lower your participation and presentation grade by an additional full letter grade. Sign in before each class period begins to earn attendance credit: the attendance sheet will be collected at the beginning of each class period. If you miss class, attend class late, or leave class early, even for a few minutes, it is your responsibility to update the sign-in sheet and learn what was covered during any missed class time, so you have the most current course information.

c. Graded Assignments and Values—Students will receive nearly instantaneous feedback after completing each quiz in Blackboard, and students will be able to review feedback on remaining assignments in Blackboard’s “MyGrades” in a timely manner, that is, generally within two weeks of the assignment deadline. In addition to receiving scores in “MyGrades,” students will receive oral and written feedback on the following assignments in class during the class period following the entry of scores in “MyGrades.”

1) Participation and Presentation (Participation and Presentation / 200 points possible / 20%): Consider and respond to assigned reading before coming to class; be prepared to discuss your responses in class, making at least one informed response or asking at least one relevant question per class period. Consider and respond to Blackboard activities, accessing Blackboard at least one time per week. In addition to daily classroom preparation and participation and weekly Blackboard preparation and participation, prepare and deliver a group presentation with group members in class. Your 15-20 minute group presentation should include the following: PowerPoint slides with a brief introduction (10-15 minutes); open-ended discussion and an activity for the entire class (5 minutes). Group presentations will not begin until after midterm break, so each group has plenty of time to work together outside of class to prepare the required materials, and ask for clarifications in class.

Prior to your presentation class period, submit your PowerPoint in Turnitin, including the following: 1) complete list of group members with responsibilities—each small group will decide who will take the lead on each part of the presentation; 2) presentation outline (on a Humanities Encounter related to your selected topic with primary and secondary research in MLA format); 3) complete list of open-ended questions; 4) activity information; and 5) source material in MLA format (at least one book and at least one article). Due to the course content, images, videos, and audio clips are encouraged. In addition, submit a hard copy of your presentation at the beginning of class on your presentation date for feedback and grading.

Each group will earn the same grade, so raise any questions, comments, or concerns regarding group participation or assignment expectations well in advance of your presentation date. After you deliver your group presentation, you will receive written feedback on the hard copy of your PowerPoint presentation, and you will be able to view your numerical score in “MyGrades.” If relevant, group presentation grades will be adjusted in “MyGrades” according to daily participation and attendance requirements.

2) Writing Submissions (Two 5-page Position Paper Submissions in Turnitin at 100 points each, excluding any required Works Cited pages / 10 pages total, excluding any required Works Cited pages / 200 points possible / 20%): During the semester, consider and respond to the prompts on the assigned reading in the required Readings textbook; the prompts are listed in the course outline and assignment schedule and in Blackboard. Write each one-page position paper in your own words; if you paraphrase, summarize, or include information from a text, acknowledge that information in MLA format to prevent plagiarism. In order to receive feedback on your position papers, submit them in Smarthinking and Turnitin well in advance of the writing submission deadline. In addition, bring your polished position paper drafts to class to receive additional feedback in writing workshops with peers and one-on-one professor-student conferences. Clearly indicate the Position Paper Prompt Number (1, 2, 3, etc.) and Prompt (from the syllabus) in the title of each one-page paper that you submit in Turnitin for grading; also include an additional works cited page with each response, if relevant.

If you like to work ahead, you are welcome to submit your writing submission in Turnitin in advance of an assignment deadline; however, please note that you can resubmit your submission in Turnitin as many times as you like before the assignment deadline. Although late writing submissions will be accepted, scores will be adjusted according to the policy on missed or late assignments. You are encouraged to use feedback from Smarthinking, Turnitin, the Writing Center, writing workshops, and professor-student conferences to revise your position papers and meet the writing submission deadlines.

3) Quizzes (10 Quizzes in Blackboard / 20 points each / 200 points possible / 20%): Demonstrate your comprehension of the assigned
reading in ten weekly reading quizzes. In preparation for each weekly quiz, take notes on the assigned reading, including key terms, concepts, and historical periods in *The Western Humanities*. Review for the quizzes in class and Blackboard, and complete the quizzes in Blackboard as indicated in the assignment schedule.

Although you may take as long as you like to complete each quiz, you must complete each quiz in one sitting without backtracking; you only will see one question at a time. Each quiz includes randomized questions from a test bank on the assigned reading. You will be able to review your score and any incorrect responses after you complete each quiz.

If you like to work ahead, you are welcome to complete quizzes in advance of the assignment deadline. Although late quizzes will be accepted, scores will be adjusted according to the policy on missed or late assignments. You are encouraged to take notes on quiz feedback to prepare for the midterm exam and the final exam.

4) Exams (2 Exams in Class / 200 points each / 400 points possible / 40%): Demonstrate your comprehension of the reading assigned before midterm break on the Midterm Exam, and demonstrate your comprehension of the reading assigned after the midterm break on the Final Exam. In preparation for the exams, take notes on the assigned reading, including key terms, concepts, and historical periods in both required textbooks as well as information assigned in Blackboard. Review for the exams in class and Blackboard, and complete the exams in class.

d. Policy on Missed or Late Assignments—
You are encouraged to submit all coursework by the deadlines listed in the syllabus. Missed or late assignments will drop at least one letter grade per day late (unless you show me evidence of an excused absence on the assignment due date and turn in your missing or late assignment in a timely manner, generally when you return to class from the excused absence): submit coursework by the end of the class period on the last day of class to earn course credit; failing to submit coursework/documentation by this deadline could result in a low or failing course grade. Extra credit is not offered in this course, so you are strongly encouraged to submit your best work by the deadlines listed in the syllabus.

e. Text Requirements—
* Type all major writing assignments according to MLA format (Times New Roman, 12 point font, double-spaced, etc.).
* Submit your work to Smarthinking and Turnitin through Blackboard for feedback well in advance of assignment deadlines.
* Bring two complete, polished, printed copies of your work to the writing workshop to receive feedback from peers.
* Bring a list of at least three written questions with all draft materials to the professor-student conference for additional feedback.
* Revise writing assignments to meet minimum length (one full page per assigned author, with five different assigned authors per submission), topic (one assigned topic per page, with five different topics per submission), and style requirements (MLA, with all sources acknowledged); missing one or more of these requirements will result in lower or failing grades on written assignments.
* Submit writing assignments in Turnitin through Blackboard for grading by 11:59 pm on the due date—you will know that you are successful when you see a Turnitin submission confirmation statement, and you can view your submitted paper in Turnitin in Blackboard; you also are welcome, but not required, to submit a hard copy of your written work in class on the due date in order to receive additional written feedback on your work.

f. Policy on Academic Honesty—
Unless it is specifically connected to assigned collaborative work, all work should be individual and new to the course. Document sources according to MLA citation guidelines to prevent plagiarism: see an MLA style guide, such as Purdue OWL at [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/), for additional information. Penalties for academic dishonesty range from a lower or failing assignment or course grade to suspension or expulsion from the university. See the FSU Code of Student Conduct for additional information.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VIII. FSU Policy on Disruptive Behavior in the Classroom: The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices in violation of the class syllabus; in this class, remove headphones upon entering the classroom; silence phones before class begins; put phones away, such as in a purse or backpack, before class begins; keep phones put away during the entire class period, unless instructed otherwise; and only use other electronic devices, such as iPads or laptops for
activities directly related to our course);
4. Overt inattentiveness (sleeping, reading newspapers, consulting electronic devices for information not directly related to class, putting your head on your desk, and closing your eyes for extended periods of time in class, or not participating in class activities);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members; and/or
8. Entering class late or leaving class early on regular basis; if you must enter class late or leave class early, please enter/leave as quietly as possible and sit near the door in order to minimize classroom disruptions.

Faculty members have the right to clarify specific forms of disruptive behavior beyond those cited above. The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual meeting with the faculty member.
4. Require student to leave class for the remainder of the period.
5. Dismiss class for the remainder of the period.
6. Deduct points from a student’s final grade.
7. File a complaint with the Dean of Students.

IX. Academic Support Resources: For course materials, including our syllabus, your grades, Smarthinking access, and Turnitin access, see Blackboard at https://blackboard.uncsfu.edu/. For writing resources, including one-on-one feedback on written work, visit the Writing Center website at http://www.uncsfu.edu/learning-center/writing-center. For research resources, visit the FSU library website at http://libguides.uncsfu.edu/content.php?pid=501491. For technical support, contact ITTS; see http://www.uncsfu.edu/itts for details. If you encounter Turnitin difficulties on a due date, please email me a copy of your paper to date/time stamp your timely submission, and submit in Turnitin as soon as possible to earn course credit. You are welcome to ask additional course questions in class. If you plan on visiting me during my office hours, please make an appointment before or after class. Although students are encouraged to raise any questions during class, students also can expect email replies within a timely manner, that is, within 48 hours during the business week (8 am-5 pm, M-F). If you do not receive feedback within this timeframe, please ask in class.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

X. Course Outline and Assignment Schedule

Reminders: Attend class each Tuesday (75 minutes), unless indicated otherwise, with required textbooks and coursework, AND complete course work for an equivalent amount of time each week (75 minutes), unless indicated otherwise—see the relevant folder, such as Week 1 or Week 2, in the Blackboard Activities folder for additional information each week. AND complete additional course work as needed, such as reading and studying, to submit work according to this course outline and assignment schedule. Individual writing submissions and quizzes are due in Blackboard by 11:59 pm on the due date, and remaining graded assignments are due in the assigned class period. If there is a university-wide delay or closure, please check your FSU email and the FSU website for updates. If there is an official delay or closure, then updates will be posted in Blackboard, if relevant. If you have any questions, please jot them down and bring them to our next face-to-face class period well in advance of the assignment deadline!

PART 1: “THE EARLY RENAISSANCE TO THE AGE OF REASON, 1400-1789”
Week 1: “The Early Renaissance—Return to Classical Roots, 1400-1494”
T 8/18 Class: Course/Blackboard Overview and Introductions.
R 8/20 BB: “The Early Renaissance” (Chapter 11) and Week 1 (Blackboard).

Week 2: Position Paper (PP) 1 Prompt—“The High Renaissance and Early Mannerism, 1494-1564”; “The Prince has been charged with creating the mind-set called ‘Machiavellian,’ meaning that ‘the end justifies the means.’ Is this a valid judgment of Machiavelli’s ideas? Explain” (Readings 22).
T 8/25 Class: “The High Renaissance early Mannerism” (Chapter 12) and Group Presentation Overview/Selection.
R 8/27 BB: Quiz 1 Due on Chapter 12 (in BB by 11:59 pm), “MACHIAVELLI, Selections from The Prince” (Readings), and Week 2 Instructions (BB).

Week 3: PP 2 Prompt—“Northern Humanism, Northern Renaissance, Religious Reformation, and Late Mannerism, 1500-1603”; “The Praise of Folly is a work of satire. What means does Erasmus use to make his satirical points? Compare and contrast Erasmus’s satirical methods with those used by social critics today” (Readings 32).
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T 9/1 Class: “Northern Humanism, Northern Renaissance, Religious Reformations, and Late Manerism” (Chapter 13) and MLA format review for writing submissions (Writing Center presentation requested in our classroom).

R 9/3 BB: Quiz 2 Due on Chapter 13 (in BB by 11:59 pm), “ERASMUS, Selection from The Praise of Folly” (Readings), and Week 3 Instructions (BB).

Week 4: PP 3 Prompt—“Baroque Age I—Glamour and Grandiosity, 1600-1715”: “According Milton, what is the purpose of human life? Of world history? Compare and contrast Milton’s views with those of your own” (Readings 113).

M 9/7: Labor Day: University Closed.

T 9/8 Class: “Baroque Age I” (Chapter 14) and bring thesis statements and in-text citations for PP 1-2 to class (FLTA presentation requested in our classroom on the position paper prompt.)

R 9/10 BB: Quiz 3 Due on Chapter 14 Due (in BB by 11:59 pm), “MILTON, Selection from Paradise Lost” (Readings), and Week 4 Instructions (BB).

Week 5: PP 4 Prompt—“Baroque Age II—Revolutions in Scientific and Political Thought, 1600-1715”: “According to Hobbes, where do rights come from? Are these rights inalienable—that is, not able to be taken away? Explain” (Readings 137).

T 9/15 Class: “Baroque Age II” (Chapter 15) and bring outlines for PP 1-3 to class.

R 9/17 BB: Quiz 4 Due on Chapter 15 (in BB by 11:59 pm), “HOBBES, Selection from Leviathan” (Readings), and Week 5 Instructions (BB).

Week 6: PP 5 Prompt—“The Age of Reason, 1700-1789”: “According to Smith, why is the division of labor important for the well-being of society” (165)?

T 9/22 Class: “The Age of Reason” (Chapter 16).

R 9/24 BB: Quiz 5 Due on Chapter 16 (in BB by 11:59 pm), SMITH, Selections from An Inquiry into the Nature and Causes of the Wealth of Nations” (Readings), Week 6 Instructions (BB), and submit PP 1-5 in Smarthinking and Turnitin for feedback.

Week 7: Writing Workshop and Conferences on Writing Submission 1 (PPs 1-5 in Butler 312): 1400-1789

T 9/29 Class: Writing Workshop and Conferences in Butler 312: bring two revised, printed copies of writing submission 1 (5 1-page position papers in response to the 5 assigned prompts/readings assigned before the midterm in MLA format) and three written questions.

R 10/1 BB: Week 7 Instructions (BB) and make final revisions to writing submission 1, such as by making an appointment to review your five position papers with the Writer Center (optional).

Week 8: Midterm Exam Review: 1400-1789

T 10/6 Class: Writing Submission 1 Due (for grading in one document in Turnitin by 11:59 pm with a minimum of 5 1-page position papers on the five different reading/prompts assigned before the midterm in MLA format) and midterm exam review.

R 10/8 BB: Week 8 Instructions (BB) and study for the midterm exam.

Week 9: Midterm Exam and Midterm Break

T 10/13 Class: Midterm Exam Due (in class) and Week 9 Instructions (BB).

R 10/15: Midterm Break Begins: No Classes—Enjoy your break!

F 10/16: Midterm Break Ends: No Classes—Enjoy your break!

PART 2: REVOLUTION TO THE CONTEMPORARY WORLD, 1760-PRESENT

Week 10: PP 6 Prompt—“Revolution, Reaction, and Cultural Response, 1760-1830”: “‘The State is the realization of Freedom.’ Explain this key idea of Hegel” (Readings 214).

T 10/20 Class: “Revolution, Reaction, and Cultural Response” (Chapter 17) and small-group work: meet in the library’s 3rd for conference room for a library presentation, and bring your evaluation from the link in BB.

R 10/22 BB: Quiz 6 Due on Chapter 17 (in BB by 11:59 pm), “HEGEL, Selection from Reason in History” (Readings), and Week 10 Instructions (BB).


M 10/26: Deadline for withdrawing from individual classes.

T 10/27 Class: Group Presentation Due and “The Triumph of the Bourgeoisie” (Chapter 18).

R 10/29 BB: Quiz 7 Due on Chapter 18 Due (in BB by 11:59 pm), “MARX and ENGELS, Selection from The Communist Manifesto” (Readings), and Week 11 Instructions (BB).
Week 12: PP 8 Prompt—The Age of Early Modernism, 1871-1914: “Define Zarathustra’s ‘last man,’ in Part I, 5. Compare and contrast the ‘overman’ and ‘last man,’ as part of Nietzsche’s criticism of Western culture” (Readings 258).

T 11/3 Class: Group Presentation Due (with final .ppt in Turnitin before class and one hard copy of final .ppt in class), “The Age of Early Modernism” (Chapter 19), and bring thesis statements and in-text citations for PP 6-7 to class.

R 11/5 BB: Quiz 8 Due on Chapter 19 (in BB by 11:59 pm), “NIETZSCHE, Selection from Thus Spake Zarathustra, Part I” (Readings), and Week 12 Instructions (BB).


T 11/10 Class: Group Presentation Due (with final .ppt in Turnitin before class and one hard copy of final .ppt in class), “The Age of the Masses and the Zenith of Modernism, 1914-1945” (Chapter 20), and bring outlines for PP 6-8 to class.


R 11/2 BB: Quiz 9 Due on Chapter 20 (in BB by 11:59 pm), “WOOLF, Selection from A Room of One’s Own” (Readings), Week 12 Instructions (BB), and submit position paper 6, 7, 8 and 9 in Smarthinking and Turnitin for feedback.

Week 14: PP 10 Prompt—“The Age of Anxiety and Late Modernism, 1945-1970”: “If a woman must ‘choose’ (take responsibility for) her situation, what does this mean for a woman, according to Beauvoir?” (Readings 310).

T 11/17 Class: Group Presentation Due (with final .ppt in Turnitin before class and one hard copy of final .ppt in class), “The Age of Anxiety and Late Modernism” (Chapter 21), and Writing Workshop and Conferences in Butler 312 (Requested): bring two revised, printed copies of Writing Submission Two (5 one-page position papers in response to the five assigned prompts/readings assigned after the midterm in MLA format) and three written questions.

R 11/19 BB: Quiz 10 Due on Chapter 21 (in BB by 11:59 pm), “DE BEAUVOIR, Selection from The Second Sex (Readings),” Week 14 Instructions (BB), and make final revisions to writing submission 2, such as by making an appointment to review your 5 required 1-page position papers with the Writer Center (optional).


T 11/24 Class: Writing Submission 2 Due (in Turnitin for grading in one document by 11:59 pm with a minimum of 5 1-page position papers on reading/prompts assigned after the midterm in MLA format), “The Contemporary World—Globalization, Terrorism, and Postmodernism, 1970-Present” (Chapter 22), Week 15 Instructions (BB), and final exam review (with books and notes).

R 11/26: Thanksgiving Holiday: University Closed—Enjoy your break!

F 11/27: Thanksgiving Holiday: University Closed—Enjoy your break!

Week 16: Final Exam: 1670-Present

T 12/1 Class: Final Exam Due (in class).

Note: Please review your scores in “MyGrades” before the final exam class period. If you have any grade-related questions, or if you have not submitted all assigned coursework, speak with me directly after you complete your final exam, that is, before you leave the exam room. If you are planning on graduating this semester, check your grades in Blackboard before you complete your final exam, and turn in any missing/late coursework and/or excused absence documentation before turning in your final exam to receive course credit. Final grades for graduating seniors will be submitted according to scores in “MyGrades” shortly after this class period in order to comply with university grade submission deadlines for graduating seniors.

R 12/3 BB: Week 16 Instructions (BB)

Week 17: Final Reflections and Feedback: The Early Renaissance to the Present

R 12/10 8:00-9:50 am: Discuss final reflections and feedback in class; see http://www.uncfsu.edu/registrar/faculty-and-staff for details.

Note: Review your scores in “MyGrades” before our final scheduled meeting period, and turn in any missing/late coursework and/or excused absence documentation before leaving our final scheduled meeting period to earn course credit. If you have any grade-related questions, or if you have not submitted all assigned coursework, speak with me before leaving this class period. Final grades will be submitted according to scores in “MyGrades” shortly after this class period, and you will not be able to access our course in Blackboard after this class period.

XI. Teaching Strategies: In this section of Humanities II, which the second part of an interdisciplinary survey course, students will examine works of art, literature, music, philosophy, religious thought and focus on major stylistic developments and intellectual movements from the Renaissance to the present day through reading, analyzing, and discussing the assigned reading. The group presentation and participation coursework clarifies expected behavior, including regular attendance and active engagement during each entire class period. Objective quizzes and exams encourage students to complete, annotate, and discuss the assigned reading. The writing assignments, including two major writing assignment submissions, will enhance students’ ability to analyze, create, and
encounter works of art, literature, music philosophy, and religious thought. Discussions and oral presentations in class give students opportunities to communicate findings and expertise with peers. Smarthinking submissions, Turnitin submissions, writing workshops, and one-on-one professor-student conferences will give students opportunities to receive feedback on their analyses of various works from the Renaissance to the present day before the assignment deadline, and therefore, encourage students to regard writing as a process.

XII. Resources and Materials Used:

Enjoy the Course!