

Fayetteville State University
College of Arts and Sciences
Department of English
HUMN 211—06 (6179)
Humanities: Music, Art, and Ideas I
Fall 2011

Dr. Dean Swinford
Email: dswinfor@uncfsu.edu
PH: (910) 672-2425
Time: MWF 10-10:50 AM
Location: Taylor 203



The Dome of the Rock, in Jerusalem, stands at the intersection of civilizations. In some ways, this ancient building reflects the modern world. In this class, we'll think about ways that ancient cultures and beliefs shape modern lives.

Office Hours and Location: MF 11 AM-2 PM in Williams 205. Please feel free to come by for help with assignments or just to discuss questions you have with the readings. I am also happy to make appointments to meet with you at other times.

Required Texts (available at the campus bookstore):

Matthews, Roy T. *The Western Humanities, Vol. 1: Beginnings Through the Renaissance*
Matthews, Roy T. *Readings in the Western Humanities: Vol. 1: Beginnings Through the Renaissance*

Course Description: Humanities I is an interdisciplinary survey course examining works of art, literature, music, philosophy, and religious thought. It focuses on major stylistic developments, intellectual movements, and cultural achievements of the ancient and medieval eras in Europe, the Middle East, and Africa.

Student Learning Outcomes: Upon completion of this course, students will be able to discuss major stylistic developments and intellectual movements of the ancient world and the Middle Ages. Students will develop an appreciation of cultural diversity, human similarities and differences, and cultural heritages.

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>

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

Academic Support Resources: The University has a number of support resources designed to enhance your academic performance. The University College Tutorial Center (located in Chick 216C) hosts the Writing Center. Consider using the Writing Center for help on student papers. The Writing Center's homepage (<http://www.uncfsu.edu/writingcenter/>) includes hours and additional information. The university also has computer labs that can be used by students to enhance their educational experience. **Smarthinking** is an online tutoring service that offers individualized feedback on student writing. You can access Smarthinking through Blackboard. See the following link for additional information on Smarthinking: <http://www.uncfsu.edu/fsurentention/SMARTHINKING%20Student%20Handbook.pdf>.

Course Requirements and Evaluation Criteria¹

Grading Scale. Assignments in this course are graded according to the following scale:

A	90-100	B	80-89	C	70-79	D	60-69	F<60
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Graded Assignments:

• Quizzes (4 @ 10% each)	40%
• Reading Responses (3 @ 5% each; graded on a 10-pt. scale)	15%
• Humanities Encounter	5%
• Midterm Exam	15%
• Final Exam	20%
• Professionalism/ participation (includes discussions, in class work, and punctuality)	5%

Reading Responses: These responses to *Readings in the Western Humanities* are designed to enhance your engagement with class readings. For each reading response, you will compose a 2-pg (500-600 word) essay. Your response should take the form of a college-level essay. That means it should be organized into paragraphs, have a clear thesis, be clear and coherent, and incorporate/ discuss direct quotations from the text at hand. Excellent responses will use concepts from the textbook to analyze material from *Readings in the Western Humanities*.

Humanities Encounter: For this assignment, you will need to do one of the following: (1) attend a symphony concert, (2) attend the FSU production of *A Midsummer Night's Dream*, or (3) visit a local museum at some point during the semester. To receive credit, you will need to submit evidence you went (ticket/ flyer) and a 1-2 pp. typed response; I will collect these materials on the last day of class. Your response should describe the experience in general and 1-2 compositions/elements of the play/ compositions in more detail.

Fayetteville Symphony: Oct 22 (Reeves Auditorium, Methodist University, 7:30PM); Nov. 19 (Seabrook Auditorium, Fayetteville State University, 7:30PM)

FSU Theatre: Shakespeare's *A Midsummer Night's Dream* (Nov. 17-20)

Museums: You can visit any of the museums listed below. Check the websites for more details:

NC Museum of Art	(http://www.ncartmuseum.org)
Nasher Museum	(http://nasher.duke.edu)
Weatherspoon Gallery	(http://weatherspoon.uncg.edu/)
Bechtler Museum	(http://www.bechtler.org)
Ackland Gallery	(http://www.ackland.org/index.php)
Cameron Art Museum	(http://www.cameronartmuseum.com/)

Supplemental Instruction: This course is part of the Supplemental Instruction (SI) program. In this program, highly-qualified students, known as SI Leaders, provide three one-hour sessions of academic support each week. Since the SI Leader attends class, he or she knows what the course instructor has covered in class. SI Leaders review notes, conduct practice quizzes, and carry out additional assignments to reinforce the knowledge and skills required by the class. See <http://www.uncfsu.edu/learningcenter/SI/index.htm> for more information.

Attendance Requirements and Assignment Submission: Successful performance in this class depends on good attendance (be in class and on time) and student participation. In a survey class like ours, attendance is crucial; missing more than two classes can impact your overall course performance. Attendance is also important to ensure punctual assignment submission. All assignments must be turned in on the assigned due date. Assignments must be submitted during the class period on the due date. I have included major due dates on the course calendar. It is your responsibility to turn in assignments at the required time. Late assignments are penalized by one grade level per class session missed. The only exceptions to this are assignments accompanied by appropriate documentation for the absence. Dates for exams and quizzes are also included on the course calendar. If you will miss one of these dates, you must (1) arrange a makeup time with me at least one week before the day in question and/or (2) provide appropriate documentation. Otherwise, your grade will be penalized by one grade level per day. All assignments that are not submitted or completed within a week of the due date will receive zero credit. I will not issue incompletes.

¹ Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

Participation Grade Guidelines: The following criteria, arranged from high to low performance, are used to determine student participation grades. Participation deserving of an A grade will be strong in all categories; participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

Listening: Actively and respectfully listens to peers and instructor
Sometimes displays lack of interest in comments of others
Projects lack of interest or disrespect for others

Preparation: Arrives fully prepared with all assignments completed
Sometimes arrives late, unprepared, and/ or with only superficial preparation
Exhibits little evidence of having read or thought about assigned material; frequently late and/or absent

Contributions: Comments are relevant and reflect understanding of class material and other student contributions
Comments sometimes irrelevant, show lack of preparation, or indicate lack of attention
Comments reflect little understanding of the class material or other student contributions

Frequency: Actively participates at appropriate times
Sometimes participates
Seldom participates and is generally not engaged

Assignment Preparation and Classroom Decorum

Plagiarism and Academic Honesty: Students are responsible for properly documenting all sources (MLA format). Plagiarism can be punished by expulsion. In cases of suspected plagiarism, I will discuss the charge with you, give an F grade for the assignment, and provide a 1-week rewrite opportunity. The rewrite grade will be averaged with the F.

Using MLA Format: Make sure to follow Modern Language Association (MLA) guidelines for using and citing primary and secondary sources. Please consult Diana Hacker's Research and Documentation Online (<http://www.dianahacker.com/resdoc/>) for more on correct documentation formats. This website includes information on in-text citation and creating correctly formatted works cited pages under the heading "Documenting Sources."

Submission Format: Print all major writing assignments on 8 ½" x 11" white paper and double-space the text. Use Times New Roman (font 12) with 1" margins on all sides. Remember: a typical page in an academic essay contains anywhere from 250 to 300 words. Also, please note that each writing assignment must reach the minimum page requirement. Essay text that fills only four pages and runs over to the top of the fifth page does not constitute a five-page paper. Text must run down at least three-quarters of the fifth page to meet the page requirement. Do not email assignments to me; an assignment hasn't been officially submitted until I am holding a printed copy in my hand.

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.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will "prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations." Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. 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.
4. Overt inattentiveness (sleeping, reading newspapers).
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.
8. Entering class late or leaving class early on regular basis.
9. Personal grooming during class.

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 conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

Course Outline and Assignment Schedule: These dates and assignments are subject to change at my discretion. These dates are not set in stone; students are responsible for keeping updated on any modifications made to this document. Assignments do not reflect everything that may happen during a particular class session. For example, some additional homework and reading assignments may not be provided or mentioned on the calendar. Assignments listed are to be completed for the date featured.

Week 1

8/19 F: **Introduction. Syllabus**

Week 2

8/22 M: Prehistory and Near Eastern Civilizations (1-32)

8/24 W: Prehistory and Near Eastern Civilizations (1-32)

8/26 F: Prehistory and Near Eastern Civilizations (1-32)

Week 3

8/29 M: Selections from *The Epic of Gilgamesh* (Readings 5-13)

Quiz 1

8/31 W: Aegean Civilizations (33-58)

9/2 F: Aegean Civilizations (33-58)

Week 4

9/5 M: **Labor day. Class canceled.**

9/7 W: Aegean Civilizations (33-58)

9/9 F: Homer, Selections from the *Odyssey* (Readings 41-47)

Week 5

9/12 M: Homer and Gilgamesh

9/14 W: Writing Response Format

Quiz 2

9/16 F: Classical Greek Civilization (59-86)

Week 6

9/19 M: Classical Greek Civilization (59-86)

9/21 W: Classical Greek Civilization (59-86)

Reading Response 1 Due: Compare and contrast the heroic qualities of Gilgamesh and Odysseus. Given what you have learned from chapters 1 and 2, how do these heroes reflect the values of their cultures?

9/23 F: Hellenistic Civilization and the Rise of Rome (87-112)

Week 7

9/26 M: Hellenistic Civilization and the Rise of Rome (87-112)

9/28 W: Hellenistic Civilization and the Rise of Rome (87-112)

Quiz 3

9/30 F: Epicurus, "Letter to Menoecus" (Readings 106-109)

Week 8

10/3 M: Judaism and the Rise of Christianity (113-138)

10/5 W: Judaism and the Rise of Christianity (113-138)

10/7 F: Judaism and the Rise of Christianity (113-138)

Reading Response 2 Due: Do you agree or disagree with Epicurus? Why or why not? If so, how is Epicureanism a "better" way of looking at the world than the other Hellenistic philosophies we have discussed? If not, which of the other Hellenistic philosophies offers a more convincing outlook?

Week 9

10/10 M: Midterm review

10/12 W: **Midterm exam**

10/14 F: Roman Imperial Civilization and the Triumph of Christianity (139-174)

Week 10

10/17 M: **Midterm break. Class canceled.**

10/19 W: Roman Imperial Civilization and the Triumph of Christianity (139-174)

10/21 F: Roman Imperial Civilization and the Triumph of Christianity (139-174)

Week 11

10/24 M: The World of Islam (205-232)

10/26 W: Selections from the Qur'an (Readings: 204-209)

10/28 F: Selections from *The Arabian Nights* (Readings: 216-223)

Week 12

10/31 M: The High Middle Ages (233-270)

11/2 W: The High Middle Ages (233-270)

11/4 F: The High Middle Ages (233-270)

Quiz 4

Week 13

11/7 M: Dante Alighieri, Selections from *The Divine Comedy* (Readings: 249-259)

11/9 W: Dante Alighieri, Selections from *The Divine Comedy* (Readings: 249-259)

11/11 F: **Veteran's day. Class canceled.**

Week 14

11/14 M: Dante Alighieri, Selections from *The Divine Comedy* (Readings: 249-259)

11/16 W: The Late Middle Ages (271-304)

11/18 F: The Late Middle Ages (271-304)

Week 15

11/21 M: The Late Middle Ages (271-304)

Response 3 Due: This response has two parts. Part 1—as you’ve seen from the images at www.worldofdante.org, Dante’s *Commedia* has had a powerful influence on artists. I want you to make an illustration based on something from the cantos we have read. Part 2—explain your illustration. Why did you choose to depict a particular subject? In what ways does your illustration help to interpret or explain Dante’s writing?

11/23 W: The Early Renaissance (305-334)

11/25 F: **Thanksgiving holiday. Class canceled.**

Week 16

11/28 M: The Early Renaissance (305-334)

11/30 W: Semester Review

12/2 F: **Humanities Encounter Due**

Final Exam Review

Last day of class

Final Exam: Friday, Dec. 9 (10-11:50)