

# HUMANITIES 103

## Romantic Era to Contemporary Society

*“Nothing human is alien to me.” –Terrence, Roman African playwright*

### THE PURPOSE OF THIS SYLLABUS

Welcome to Humanities 103! This syllabus contains all the vital information about this course—what you’ll be learning, what will be expected of you, and what you can expect from me. In short, it states what is required of both of us during the term. This is a valuable document, so please refer to it often. **The better you know the syllabus, the better the chance that you’ll do well in the course!**

### CLASS MEETING TIME AND LOCATION

- Tuesdays/Thursdays 1:00-2:20 PM in IA-207 (Albany Campus)

### INSTRUCTOR INFORMATION

- Name: Matt Usner
- Email: [matt.usner@linnbenton.edu](mailto:matt.usner@linnbenton.edu)
- Phone: (971) 208-7175 (call or text; I’ll respond between 9:00 AM-5:00 PM)
- Office Hours: I’m happy to schedule a meeting with you at any point during the term; just call, text, or email me to set up a time. I’m also usually available for questions after class.

### REQUIRED MATERIALS

All materials will be provided electronically or by hand. Please bring a notebook for class notes, as well as ample amounts of curiosity and positivity. You should also know how to log-in to Moodle.

### COURSE CATALOG DESCRIPTION AND PREREQUISITE

HUM 103 examines the connections among arts, ideas and human experiences through study and experience of selected works from Western and non-Western cultures. It emphasizes arts and ideas as both reflections of and influences on social and cross-cultural change. **College-level reading and writing skills (i.e., successful completion of WR 121) are strongly recommended for success in this course.**

### COURSE OVERVIEW

This class is part of the [LBCC Cornerstone Project](#), which is a faculty-led project that embraces liberal arts-based seminar teaching pedagogy, the reading of transformative texts, and the inclusion of student-centered questions. It will give you an opportunity to broaden your understanding of the world and yourself while strengthening your skills to read closely, write clearly, speak with confidence, and contend with differing viewpoints and perspectives. These skills will also prepare you for careers and university coursework. The Cornerstone Project includes select LB classes in Communication, Writing, Humanities, Art and Music. Students that take three Cornerstone Project classes will receive the [Liberal Arts Focus Award](#), which is great to add to your resume.

An important part of our work this term will be reading and discussing a “transformative text”—a primary source that has transformed both individuals and the world. Our core transformative text this term will be

Mary Shelley's 1818 novel *Frankenstein*. We'll supplement our exploration of Shelley's novel with a selection of other thematically-related texts drawn from literature, film, and the visual arts. This is not a lecture class; our course will be centered around discussion of these texts as we relate them to our own lives. Two guiding questions that will anchor much of our discussion this term will be "Who am I?" and "What makes me, me?" In addition to some self-reflection, be ready to experience some uncertainty, and to grapple with questions that don't always have obvious or unanimous answers.

## STUDENT LEARNING OUTCOMES

Students who complete this course will be able to:

- Describe how studying the humanities from the Romantic Era to contemporary society helps us to understand human thought, creativity, and aesthetics in a global and historical context.
- Interpret artifacts and ideas from different cultures and different times, drawn from art, architecture, literature, philosophy, drama, music, dance and theater through critical reading, writing, and discussion.
- Participate in activities that encourage personal awareness, growth, and/or creativity through the experience of the humanities.
- Write and speak effectively about one's own and others ideas as related to humanities.
- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

## EXPECTATIONS FOR CLASS BEHAVIOR

- Arrive to class on time and stay the entire period unless you've made arrangements with me.
- Don't let your electronic devices distract your classmates or me.
- Learn and use your classmates' name.
- Be prepared to talk; this isn't a lecture course.
- Be prepared to listen.
- Arrive to class having done the work that was assigned.
- Be nice.

## COMMUNICATING WITH ME

I have a 24-hour turnaround when replying to emails Monday through Friday, although I typically reply much quicker than that. On weekends, I typically do not check email. When you have questions about an assignment, do not wait until a few hours before it is due to email me. Instead, allow yourself plenty of time for questions--and time for me to answer those questions.

## GRADED ACTIVITIES

- **Attendance, Class Participation, and In-Class Activities (25%):** As mentioned above, this is not a lecture class. Your active participation in the course is essential. I expect you to be present for and engaged in our class discussions and activities. Note that in-class assignments cannot be made up if you are not present for them. If something prevents you from coming to class, please let me know ahead of time, if possible. If that's not possible, contact me as soon as possible after your absence.
- **Class Journal (25%):** Your class journal will give you the opportunity to reflect on our class discussions and readings. You can expect a journal entry to be required almost every week. For most entries, I will provide you with an open-ended prompt that will allow you to make connections between our readings and discussions and your own life experiences. Your journal will be shared only with me, but you are welcome to incorporate ideas from it into our class discussions.
- **Online Annotations (25%):** While reading *Frankenstein*, you will have the opportunity to annotate

key moments in the novel, as well as respond to some of your classmates' annotations. We'll do this online using the Perusall app that is part of Moodle.

- **Text Pairing Project (25%):** This assignment will give you the chance to explore a text that is thematically-related to *Frankenstein*. The text can be a literary work, a film, a painting—virtually any creative artifact can be considered a text. Your task will be to explore the common threads that exist between *Frankenstein* and your chosen text. The result can be an essay, a presentation, a video, or some other project-y form. I'll formally introduce this assignment in Week 7, and it will be due at the end of Week 10.

Your **final grade** will be determined by the following point breakdown:

FINAL GRADE	PERCENTAGE	DESCRIPTION
A	90% and above	Passing work that is <u>excellent</u>
B	80% to 89%	Passing work that is <u>good</u>
C	70% to 79%	Passing work that is <u>adequate</u>
D	60% to 69%	Non-passing work that is <u>inadequate</u>
F	59% and below	Non-passing work that is <u>fundamentally lacking</u>

## IMPORTANT COURSE POLICIES AND CAMPUS RESOURCES

- **No-Show Policy:** Students may be **dropped from the class** if they do not attend both Week 1 classes.
- **Plagiarism and Academic Integrity:** Presenting someone else's ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. **Any plagiarized elements in your writing will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure.** If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you're not sure how to do this, please ask me for help before submitting your assignment. Once you submit an assignment, the policy mentioned above will be enforced. I strongly suggest that you review [the college's administrative rule on academic integrity and honesty](#).
- **Late Work:** Some assignments may be able to be submitted late for partial credit; some may not. Refer to the assignment instructions for specific details.
- **Last Day to Withdraw:** Each term, the Friday that concludes Week 7 is the last day for students to withdraw from a course. If you are still enrolled after this point, you must receive a grade. Be aware that withdrawing from a course can impact your financial aid, so be sure to contact the [Financial Aid Office](#) before withdrawing.
- **Student Email:** You are responsible for all communication sent to [your student email](#), so be sure that you are checking it frequently.
- **Student Help Desk:** The [Student Help Desk](#) can help you with college technology questions.
- **Writing Center:** [The LBCC Writing Center](#) (WH-200) is a fantastic free resource for students interested in improving their writing skills.

- **Library:** [The LBCC library](#) is located on the first floor of Willamette Hall.
- **Public Safety:** In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](#) at 541-926-6855 and 541-917-4440. From any LBCC phone, you may alternatively dial extension 411 or 4440. Public Safety also is the home for LBCC's Lost & Found. They also provide escorts for safety.
- **Center for Accessibility Resources (CFAR):** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through [the Center for Accessibility Resources \(CFAR\)](#) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.
- **Statement of Inclusion:** To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.
- **Title IX Reporting Policy:** If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our [sexual misconduct policy](#) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.
- **Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Roadrunner Resource Center](#).

**COURSE CALENDAR** (I reserve the right to make minor changes to this schedule.)

DATE	TOPICS/READINGS/ASSIGNMENTS
<b>WEEK 1</b> Tue 4/4 Thur 4/6	<ul style="list-style-type: none"> <li>● Welcome!</li> <li>● Getting to know us</li> <li>● What are the humanities? What does it mean to be human?</li> <li>● Carl Sagan’s “Pale Blue Dot” and Maya Angelou’s “A Brave and Startling Truth”</li> <li>● Guiding Question: <i>Who am I?</i></li> <li>● Personal identity wheel &amp; social identity wheel</li> <li>● <b>Journal Entry #1 due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 2</b> Tue 4/11 Thur 4/13	<ul style="list-style-type: none"> <li>● The myth of Prometheus</li> <li>● Introducing Mary Shelley and <i>Frankenstein</i></li> <li>● Begin reading novel in class</li> <li>● Practice online annotation</li> <li>● <b>Read <i>Frankenstein</i> to end of Chapter I (Vol. I) by Thursday’s class</b></li> <li>● <b>Journal Entry #2 due on Moodle by 11:59 PM Sunday</b></li> </ul>

<b>WEEK 3</b> Tue 4/18 Thur 4/20	<ul style="list-style-type: none"> <li>● Read <i>Frankenstein</i> to end of Chapter V (Vol. I) by Tuesday's class</li> <li>● <b>Annotation #1 due by Tuesday's class</b></li> <li>● Film versions of the creation scene</li> <li>● Read <i>Frankenstein</i> to end of Chapter VII (Vol. I) by Thursday's class</li> <li>● <b>Annotation #2 due by Thursday's class</b></li> <li>● The sublime</li> <li>● <b>Journal Entry #3 due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 4</b> Tue 4/25 Thur 4/27	<ul style="list-style-type: none"> <li>● Read <i>Frankenstein</i> to end of Chapter IV (Vol. II) by Tuesday's class</li> <li>● <b>Annotation #3 due by Tuesday's class</b></li> <li>● Focus on identity: names</li> <li>● <b>Annotation #3 follow-ups due by 11:59 PM Wednesday</b></li> <li>● Read companion text by Thursday's class: "Names/Nombres" by Julia Alvarez</li> <li>● <b>Journal Entry #4 due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 5</b> Tue 5/2 Thur 5/4	<ul style="list-style-type: none"> <li>● Read <i>Frankenstein</i> to end of Chapter VIII (Vol. II) by Tuesday's class</li> <li>● <b>Annotation #4 due by Tuesday's class</b></li> <li>● Focus on identity: education</li> <li>● <b>Annotation #4 follow-ups due by 11:59 PM Wednesday</b></li> <li>● Read companion text by Thursday's class: "Learning to Read and Write" by Frederick Douglass</li> <li>● <b>Journal Entry #5 due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 6</b> Tue 5/9 Thur 5/11	<ul style="list-style-type: none"> <li>● Read <i>Frankenstein</i> to end of Chapter III (Vol. III) by Tuesday's class</li> <li>● <b>Annotation #5 due by Tuesday's class</b></li> <li>● Focus on identity: meaningful objects</li> <li>● <b>Annotation #5 follow-ups due by 11:59 PM Wednesday</b></li> <li>● Read companion text by Thursday's class: "Everyday Use" by Alice Walker</li> <li>● <b>Journal Entry #6 due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 7</b> Tue 5/16 Thur 5/18	<ul style="list-style-type: none"> <li>● Read <i>Frankenstein</i> to end of Chapter VI (Vol. III) by Tuesday's class</li> <li>● <b>Annotation #6 due by Tuesday's class</b></li> <li>● Focus on identity: relationships</li> <li>● Discuss guidelines for Text Pairing Project</li> <li>● <b>Annotation #6 follow-ups due by 11:59 PM Wednesday</b></li> <li>● Study companion text by Thursday's class: artwork of Frieda Kahlo</li> <li>● <b>Journal Entry #7 due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 8</b> Tue 5/23 Thur 5/25	<ul style="list-style-type: none"> <li>● Read <i>Frankenstein</i> to end of book by Tuesday's class</li> <li>● <b>Annotation #7 due by Tuesday's class</b></li> <li>● <b>Annotation #7 follow-ups due by 11:59 PM Wednesday</b></li> <li>● <b>Journal Entry #8 due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 9</b> Tue 5/30 Thur 6/1	<ul style="list-style-type: none"> <li>● Individual conferences to discuss Text Pairing Project</li> </ul>
<b>WEEK 10</b> Tue 6/6 Thur 6/8	<ul style="list-style-type: none"> <li>● Individual conferences to discuss Text Pairing Project</li> <li>● <b>Text Pairing Project due on Moodle by 11:59 PM Sunday</b></li> </ul>
<b>WEEK 11</b> Tue 6/13	<ul style="list-style-type: none"> <li>● <b>Journal Entry #9 due on Moodle by 11:59 PM Tuesday</b></li> </ul>