Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006  

College/University  The University of Akron

Course(s) Submitted (Title & Course #)  3400:211 Humanities in the Western Tradition II: Reformation to the Present

Ohio Articulation Number  OAH009 & OAH042

Date  5-12-06

Name and title of individual submitting on behalf of the college/university

Name  Dr. David Louscher  Title  Dept. Chair, Political Science

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Olin Hall 201A  
Akron, OH 44325-1904

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Credit Hours  4 qtr _______ sem X_____

Lecture Hours _________

Laboratory Hours _________ (if applicable)

Pre-Requisites(s) Course work (if applicable)

Prerequisite 3400:210

Placement Score (if applicable)

(Name of test)

(Domain) (Score)

Catalog/Course Description (Includes Course Title and Course #)

Prerequisites: 3400:210. Introduction to the human condition in the past as manifested in the ideas, religions, visual arts and music of Western civilization from the Protestant Reformation to the Present. Cannot be used to meet major requirements in History.
Texts/Outside Readings/Ancillary Materials

Joseph Conrad, *Heart of Darkness*
Michael Graham, Michael Levin, Constance Bouchard, Stephen Harp, and Shelley Baranowski, *The Humanities in the Western Tradition: A Reader* (hereinafter cited as Humanities Reader)
Primo Levi, *Survival in Auschwitz*
Voltaire, *Candide*

Course Objectives and/or Plan of Work

This course, the second half of the Humanities in the Western Tradition sequence, covers the major Western intellectual, cultural, and artistic trends since the Renaissance. Through the lectures, discussions, and readings, the course will interpret these developments in light of the historical context from which they have arisen. Four main themes will organize the course material: (1) the West and the world; (2) democracy: its meaning and challengers; (3) the individual and community; and (4) human nature. The goals of this course are (1) to give students a secure foundation in the major European cultural traditions since the Renaissance, as well as an appreciation for the historical origins of the “West” and its various meanings; (2) to improve students’ analytical skills through the interpretation of primary texts in their historical context; and (3) to improve students’ oral expression in class discussions.

Description of Assessment and/or Evaluation of Student Learning

1. Two midterm essay examinations, the **first counting 15% in the second counting 20% of the final grade.** The first will be given in class on **Thursday, February 9**, the second on **Thursday, March 23**. The first midterm will cover all the course material (that is, the lectures and the readings) from the Reformation (sixteenth-century religion and the search for salvation) through Baroque music and art. The second will cover the course material from the Enlightenment through nineteenth-century music and art. Examinations will consist of two parts. Part one, counting for 25% of the exam grade, will consist of identifying and briefly giving the significance of important terms and concepts. Part two will consist of an essay question that will count for 75% of the exam grade. Within each part, you will be given a choice as to which terms or question you wish to answer.

2. A five-page (i.e., approximately 1,250 words) paper on either Joseph Conrad’s *Heart of Darkness* or Primo Levi’s *Survival in Auschwitz*, **counting 15% of the final grade.** Papers on Conrad will be due in class on **Tuesday, April 11**. Papers on Levi will be due in class on **Thursday, April 27**. Guidelines for this assignment are appended to this syllabus.

3. A two-hour final examination, **counting 30% of the final grade.** The date of the examination is **Monday, May 8** at 10:00 a.m. The exam will be in two sections. The first will test the material covered in the course since the second midterm (that is, from imperialism through modern and contemporary music). The second question will cover the totality of the course. Each section will offer a choice of at least two questions.

4. Participation in discussion **counting 20% of the final grade.**

Grading scale: 94-100 = A; 90-93 = A-; 88-89 = B+; 84-87 = B; 80-83 = B-; 78-79 = C+; 74-77 = C; 70-73 = C-; 68-69 = D+; 64-67 = D; 60-63 = D-; 59 and below = F.

Master Syllabi and Working Syllabi (if both are used)

**The Humanities in the Western Tradition II**
Spring 2006
Tuesdays and Thursdays, 10:45-noon
Olin Hall 105

Professor Shelley Baranowski
Arts and Sciences, 207 B
Phone: 972-7081

E-mail: savant@attglobal.net or sbarano@uakron.edu
Office hours: TR 9:45-10:30, and by appointment
Texts and course materials for purchase:

For purchase in the bookstore:

Joseph Conrad, *Heart of Darkness*
Michael Graham, Michael Levin, Constance Bouchard, Stephen Harp, and Shelley Baranowski, *The Humanities in the Western Tradition: A Reader* (hereinafter cited as Humanities Reader)
Primo Levi, *Survival in Auschwitz*
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Course format: Each class meeting will consist of both a lecture and a discussion of the assigned readings. Lectures will explain important concepts and provide context for the major intellectual figures and artists whom we will discuss. Discussions encourage students to explore and interpret each class assignment and the issues raised in lecture.

Attendance, participation, and make-up policy: Attendance is required, as is informed participation in discussions. Attendance will be taken in each class period. Students are expected to come to class prepared to discuss each day’s reading assignment. Students are permitted four absences during the semester, so it is best to reserve them for illness or other emergency. Make-up examinations will be given only with proof of illness or other emergency and will be scheduled within two weeks of the scheduled examination day. Please be on time to class. Latecomers disrupt the concentration of their fellow students. Cell phones must be turned off. No food or drinks should be consumed during lecture.

Assignments:

5. Two midterm essay examinations, the first counting 15% of the final grade. The first will be given in class on *Thursday, February 9*, the second on *Thursday, March 23*. The first midterm will cover all the course material (that is, the lectures and the readings) from the Reformation (sixteenth-century religion and the search for salvation) through Baroque music and art. The second will cover the course material from the Enlightenment through nineteenth-century music and art. Examinations will consist of two parts. Part one, counting for 25% of the exam grade, will consist of identifying and briefly giving the significance of important terms and concepts. Part two will consist of an essay question that will count for 75% of the exam grade. Within each part, you will be given a choice as to which terms or question you wish to answer.

6. A five-page (i.e., approximately 1,250 words) paper on either Joseph Conrad’s *Heart of Darkness* or Primo Levi’s *Survival in Auschwitz*, counting 15% of the final grade. Papers on Conrad will be due in class on *Tuesday, April 11*. Papers on Levi will be due in class on *Thursday, April 27*. Guidelines for this assignment are appended to this syllabus.

7. A two-hour final examination, counting 30% of the final grade. The date of the examination is *Monday, May 8* at 10:00 a.m. The exam will be in two sections. The first will test the material covered in the course since the second midterm (that is, from imperialism through modern and contemporary music). The second question will cover the totality of the course. Each section will offer a choice of at least two questions.
8. Participation in discussion counting 20% of the final grade.

Grading scale: 94-100 = A; 90-93 = A-; 88-89 = B+; 84-87 = B; 80-83 = B-; 78-79 = C+; 74-77 = C; 70-73 = C-; 68-69 = D+; 64-67 = D; 60-63 = D-; 59 and below = F.

Drop policy: Students cannot drop a course with the instructor’s signature after the twelfth week of the semester. Thus, the deadline for dropping this course is Friday, April 13, 2004.

Academic dishonesty: Students should familiarize themselves with the University’s policy on academic dishonesty, which includes plagiarism – the appropriation the work of others in one’s own work without proper citation or acknowledgment – and cheating on examinations. Students found guilty of plagiarism or cheating with receive at minimum a zero for the assignment. Especially flagrant cases will be subject to the University of Akron’s disciplinary proceedings for such offenses.

Schedule of lectures and reading assignments:

**Week 1:**
January 17: Introduction

**Week 2:**

**Week 3:**

**Week 4:**
February 9: First midterm examination.

**Week 5:**
February 14: The Enlightenment and human nature. Reading: Voltaire, *Candide*.

**Week 6:**
February 21: No classes – Presidents’ Day
February 23: The French Revolution and the emergence of modern politics. Reading: Wiesner, et al., chapter 14; *Humanities Reader*, 497-504.

**Week 7:**
February 28: Eighteenth-century art and music No reading assignment.
March 2: The Industrial Revolution. Reading: Wiesner, et al., chapter 15

**Week 8:**

**Week 9:**
March 16: Friedrich Nietzsche. Reading: *Humanities Reader*, 527-42.

**Week 10:**
March 23: Second midterm examination.

**Spring Vacation**

**Week 11:**
GUIDELINES FOR THE ESSAY QUESTIONS ON THE EXAMINATIONS (WITH THANKS TO DR. KEVIN KERN):

The writing assignments in this course ask students to argue a thesis in response to a question. In essence, your answer to the question will be your thesis statement, but just to be clear, let’s take an example: “What were the causes of World War I?”

You should not answer like so: “This essay will discuss the causes of World War I.” This is a statement of your topic, not a thesis statement, which presents your argument and structures the rest of your essay. A better opening would be: “This essay argues that Social Darwinism, imperialist competition, and popular jingoism caused World War I.” This concisely states your argument and provides a structure for the rest of your essay. Thus body of your essay should address in successive paragraphs Social Darwinism, imperialist competition, and popular jingoism, concluding each paragraph (or two as the case may be) with the contribution of each to the outbreak of World War I. At each stage of your essay, you should present compelling evidence, drawn from the readings, lectures, and class discussions, to support your case. Your essay should also have a conclusion which summarizes your argument. It should not contain any new arguments or information.

GUIDELINES FOR THE PAPER:

Like the essay questions on the examinations, the paper also expects you to construct an introduction with a thesis statement that concisely presents your argument and the main points or issues that you will raise to support your case. Likewise, your paper will have a body that provides illustrative detail for each of the supporting issues you raise, as well as a summarizing conclusion. The main differences are that this assignment is obviously longer, it focuses on a single work, and my expectations in terms of presentation, style, grammar, and mechanics are more stringent. Thus… the paper must be typed double-spaced in 12-point font with one-inch margins on all sides, with no gaps between paragraphs. It should be carefully proofread for spelling errors, typos, and grammatical mistakes. It should demonstrate clarity and economy of expression with no awkward constructions, wordiness, or “purple prose.”

Because this is not a research paper, a minimum of citation is required. In addition to putting the full bibliographic information of the book at the end of the essay (last name, first name, full title in italics or underlined, translator if relevant, place of publication, publisher, date of publication), you only need to include the page number in parentheses after each direct quotation or paraphrase that you use. But you must provide me with the page number so I can check for accuracy and relevance.

QUESTIONS FOR THE PAPER:

Heart of Darkness: Although Heart of Darkness is critical of European imperialism in Africa, some believe it also shows that its author, Joseph Conrad, remained a product of his time because he accepted the racial inferiority of Africans. Do you agree?

Survival in Auschwitz: The original Italian edition of Primo Levi’s memoir was entitled “If This Be a Man.” If you
were the editor responsible for producing another addition of this book, would you keep *Survival in Auschwitz* or choose the original title? Why or why not?

**Essential components of a good essay (i.e., the questions I pose when I grade papers):**

1. Does the essay/paper present a clear thesis statement?
2. Is the essay/paper well-reasoned and well developed?
3. Is the essay/paper supported by evidence throughout?
4. Does the paper meet the mechanical and stylistic requirements?

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**Additional Documentation**

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HST102-3 and HST103-3

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