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**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 for  
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

Address University Of Akron  
Olin Hall 201A  
Akron, OH 44325-1904

E-mail djl@uakron.edu

Phone 330.972.6291

Fax 330.972.8841

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*

Merry E. Wiesner, Julius R. Ruff, and William Bruce Wheeler, *Discovering the Western Past: A Look at the Evidence*, vol. II, *Since 1500*. Combined edition.

## 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% and 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](mailto:savant@attglobal.net) or [sbarano@uakron.edu](mailto: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*

Voltaire, *Candide*

Merry E. Wiesner, Julius R. Ruff, and William Bruce Wheeler, *Discovering the Western Past: A Look at the Evidence*, vol. II, *Since 1500*. Combined edition.

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**Course description:** 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.

**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% and 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.
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.
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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

January 19: Sixteenth-century religion and the search for salvation. Reading: Wiesner, et al., chapter 12.

**Week 2:**

January 24: Sixteenth-century religion and the search for order. Reading: *Humanities Reader*, 405-27.

January 26: The Columbian exchange and its consequences. Reading: *Humanities Reader*, 429-40.

**Week 3:**

January 31: Early modern political thought. Reading: *Humanities Reader*, 441-62.

February 2: The New Science. Reading: *Humanities Reader*, 463-86.

**Week 4:**

February 7: Baroque music and art. Reading: Wiesner, et al., chapter 13.

February 9: First midterm examination.

**Week 5:**

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

February 16: The Enlightenment: politics and social science. Reading: *Humanities Reader*, 487-96.

**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:**

March 7: Romanticism and Nationalism. Reading: *Humanities Reader*, 505-13.

March 9: Liberalism and Socialism. Reading, Wiesner, et al., chapter 16.

**Week 9:**

March 14: Charles Darwin and Friedrich Nietzsche. Reading: *Humanities Reader*, 514-26.

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

**Week 10:**

March 21: Nineteenth-century art and music. Reading: Wiesner, et al., chapter 17.

March 23: Second midterm examination.

**Spring Vacation**

**Week 11:**

April 4: Imperialism. Reading: Joseph Conrad, *Heart of Darkness*.

April 6: World War I. Reading: Wiesner, et al., chapter 18.

**Week 12:**

April 11: Sigmund Freud and Albert Einstein. No reading assignment. **Paper on Conrad due in class.**

April 13: Nineteenth and twentieth-century religion. Reading: *Humanities Reader*, 543-81.

**Week 13:**

April 18: Fascism versus liberalism and communism: World War II. No reading assignment.

April 20: The Holocaust. Reading: Primo Levi, *Survival in Auschwitz*.

**Week 14:**

April 25: The Cold War, decolonization, and globalization. No reading assignment.

April 27: From Jean-Paul Sartre to Michel Foucault. Reading: *Humanities Reader*, 583-601. **Paper on Levi due in class.**

**Week 15:**

May 2: Contemporary art and music. Reading: Wiesner, et al., chapter 19.

May 4: Catch up and review. No assignment.

**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?

Additional Documentation

<b>OH - BALDWIN-WALLACE COLLEGE - QTR (1913A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIS121 and HIS122		3400:211	Fall Semester 1985 - Summer Semester 1998
<b>OH - BELMONT TECHNICAL COLLEGE (1978A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIS102		3400:211	Fall Semester 1980 - 9999
<b>OH - BOWLING GREEN STATE UNIVERSITY OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIST152		3400:211	Fall Semester 1982 - 9999
<b>OH - CAPITAL UNIVERSITY (1921A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
UC 311		3400:211	Fall Semester 2001 - 9999
<b>OH - CLEVELAND STATE UNIVERSITY</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIS 102		3400:211	Fall Semester 1998 - 9999
<b>OH - CUYAHOGA COMMUNITY COLLEGE</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIST 103		3400:211	Summer Semester 1979 - Summer Semester 1998
HIST 1020		3400:211	Fall Semester 1998 - 9999
<b>OH - FRANCISCAN UNIVERSITY OF STEUBENVILLE (1960A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HST 106		3400:211	Fall Semester 1982 - 9999
<b>OH - KENT STATE UNIVERSITY</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIST 11051		3400:211	Fall Semester 1979 - 9999
<b>OH - LAKELAND COMMUNITY COLLEGE</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIST 1200		3400:211	Fall Semester 2000 - 9999
<b>OH - LORAIN COUNTY COMM COLLEGE -QTRS</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>

(1971A)			
HIST 153		3400:211	Fall Semester 1978 - Fall Semester 1998
<b>OH - LORAIN COUNTY COMM COLLEGE-SEMS</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HSTR 152		3400:211	Fall Semester 1998 - 9999
<b>OH - LOURDES COLLEGE (1964A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HST104		3400:211	Fall Semester 1980 - 9999
<b>OH - MIAMI UNIVERSITY (1913A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HST 122		3400:211	Fall Semester 1960 - 9999
MUS 157		3400:211	Fall Semester 1960 - 9999
WCP 111		3400:211	Fall Semester 1960 - 9999
<b>OH - OHIO UNIVERSITY (1913A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIST101 and HIST102 and HIST103		3400:211	Fall Semester 1967 - 9999
<b>OH - OWENS COMMUNITY COLLEGE (1976A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIS102		3400:211	Summer Semester 1979 - 9999
HUM200		3400:211	Summer Semester 1979 - 9999
<b>OH - UNIVERSITY OF RIO GRANDE (1969A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIS 13204 and HIS 13304		3400:211	Fall Semester 1980 - 9999
<b>OH - UNIVERSITY OF TOLEDO OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HUMA 1210		3400:211	Fall Semester 1997 - 9999
<b>OH - WALSH UNIVERSITY (1970A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HIST 102 - WORLD CIV 1500 - PRESENT		3400:211	Fall Semester 1990 - 9999
<b>OH - WRIGHT STATE UNIVERSITY (1968A) OH</b>	<b>T O</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
HST101-3 and		3400:210 3400:211	Fall Semester 1980 - 9999

HST102-3 and HST103-3	3400:211	Fall Semester 1980 - 9999
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Additional Information Requested	
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