

**HUM STUD 202, Sec. 1**  
**INTRODUCTION TO THE HUMANITIES II**  
MTWR 9 a.m-11:50 a.m. MAC107

Professor E. N. Meyer  
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Office hours: M 12-12:50  
R 8-8:50  
*and by appointment*



**Purpose:**

Introduction to the Humanities II is designed as an introductory study focusing on notable literary works from 1598 to the present. Through the prism of this literature, art and culture we will consider the events, people and ideas of the times.

We will read selected texts as representative of the periods from which they date, as vehicles of certain ideologies and as commentaries on the particular culture to whose shape they have contributed. We will attempt to better understand the cultural attitudes, values and perceptions which have influenced our past and thus our present. The readings are organized around the following topics: **Power and Desire (Power and Spectacle; Confronting Conformity or the Autonomy of the Individual); Women's Place (Realism and the Bourgeoisie; Modernism; Silence, Voice and Action)**. As well as considering the texts' common features, we will be attentive to the specific ways these topics are represented at different historical moments.

Goals of this course include increasing your ability to think critically and effectively, improving your ability to read with understanding and pleasure, and introducing you to some of the works that have influenced our culture. It is my hope that you use this course as an opportunity to exercise your imagination and your creativity.

This course fulfills the H-2 General Education requirement for the Humanities, and therefore provides “an understanding of the humanities, including: the significance and chronology of major events and movements in Western civilization; knowledge about a range of different literary forms and historical contexts; and the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values.”

**Course organization:**

It is imperative that students prepare assigned readings as scheduled so that they can contribute fully to class discussion. Attendance is required. The students will watch two films. Written work will consist of a midterm exam and a final exam, some short in-class assignments and one short essay on artwork (topic choices will be given during the term). There will be short essay questions on the mid-term exam as well as on the final exam.

The class participation portion of the grade includes the results of the in-class writing assignments, the short 10 minute oral presentation and the short art essay. The course grade will be based on the 2 exams, on the oral presentation, on written participation (the short in-class written assignments and the short essay on art due 15 June) and on class participation (presence, participation [including D2L discussion], preparation). These will be weighted equally:

- 20% Midterm
- 20 % Final Exam
- 20 % Oral Presentation
- 20 % Written Participation
- 20 % Class Participation.

You will be offered the opportunity to write a short essay on each of the two films for "extra credit," in case you are dissatisfied with your graded work.

There will be no exceptions to these rules.

### **Expectations of students:**

- I expect students to attend class, complete the required reading, and hand in work on time. No late work.
- Students should come to each class ready to discuss and comment on whatever was assigned.
- Always bring your book (or reading assignments) to class. We will be doing close readings of passages and poems, and you will need your text in front of you.
- Students must participate in the D2L discussions as well as in class. If you have any questions, please ask me!
- Please feel comfortable to ask questions in and out of class!
- Please turn off cell phones and audio devices for the duration of class. Please arrive on time.

### **• Study Expectations and Class Participation Expectations**

Students are **required** to read the material assigned for each class. Class participation consists of (1) answering questions the instructor asks each day in class on the daily reading material, (2) offering comments, making remarks, (3) participating in class discussions, and (4) asking questions which show an understanding of the material in the daily reading assignments. The grade will be awarded at the end of the semester on the basis of quality, insight, depth, and quantity of contributions, but quantity alone will count for nothing. Class participation is an essential part of this course. Attendance itself doesn't count as participation, but missing classes will count against class participation.

### **•Academic Dishonesty Policy**

Dishonesty in academic matters undermines student intellectual development and the goal of UWGB to develop the critically thinking, and writing, and problem-solving skills of the student. Further, dishonesty undermines the foundations of the search for the true and the right in philosophical matters. Academic dishonesty, includes, but is not restricted to, copying, sharing answers or questions, collaborating with others on work to be presented in written form except where expressly permitted by the instructor, submitting work or a part of work previously submitted in another course, and plagiarizing others' work in papers. Academic dishonesty will not be tolerated and will result in an F for the course grade.

### **•Policy on Disruptive Behaviors**

•No disruptive behaviors are allowed. To foster intellectual development and civil discourse, no behavior that disrupts the learning atmosphere of classroom will be tolerated. Examples of disruptive behavior include, but are not exhausted by:

•**Text messaging or taking phone calls** in class: Cell phones must be turned off at the beginning of class. This includes vibration and visual settings. No text messaging. If you must text message, do not come to class.

•**Disrespect** shown openly toward the professor or other students: It includes (1) talking with others when the instructor is speaking to the class or students are involved in discussion, (2) physical behavior or language that creates an uncomfortable situation that could be construed as harassment or discrimination (sex, race, ethnicity, sexual orientation, physical appearance, etc.), (3) inappropriate or off-topic monopolization of discussions to the exclusion of other students, (4) irrelevant questions and comments, (5) reading material (newspapers, etc.) other than assigned course material during class time, (6) listening to anything through headphones, headsets, ear buds, etc., during class time, and (7) distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class.

Anyone who disrupts the learning atmosphere in such a manner will first be warned. If the behavior does not stop, the student will be asked to leave and the final grade for the course will be substantially lowered. If he/she does not comply, campus security will remove the student. Repeat offenders will be referred to the Dean of Students. Continued disruptive behavior may result in removal from the class and a failing grade.

### **Exams:**

The midterm and final exams are cumulative, and consist of both multiple choice and short-answer questions. There will be **no make-up exams or early exams given.**

**Texts:**

Racine, *Phaedra*  
Descartes, *Discourse on Method*  
Perrault, “Little Red Riding Hood,” “Puss ‘N Boots” (photocopied)  
Villeneuve “Beauty and the Beast” (photocopied)  
Voltaire, *Candide*  
Dickinson, *Collected Poems*  
Flaubert, *Madame Bovary* (extracts, photocopied)  
Hurston, *Their Eyes Were Watching God*

**I. Power and Desire:**

26 May: Introduction



27 **Power and Spectacle:** Racine, *Phaedra*

**Confronting Conformity or the Autonomy of the Individual**

28 May Descartes, *Discourse on Method*  
1 June Perrault, “Little Red Riding Hood,” “Puss ‘N Boots,” (read photocopies)



2 June de Villeneuve, “Beauty and the Beast” (photocopy). Film. Presentations.  
3 June Voltaire, *Candide*



Voltaire par Houdon

4 June *Candide*. Presentations

8 June MIDTERM EXAM

## II. Women's Place

### Realism and the Bourgeoisie

9 June Flaubert, *Madame Bovary*. Read the photocopied selections carefully. Film  
10 June Impressionism & Post-impressionism. Presentations.



### Modernism

11 June Dickinson, *Poems*  
Choose 5 poems to be able to present to & analyze for your classmates.  
Presentations

### Silence, Voice and Action

Essay due by 15 June the latest: select a work of an artist on the list given to you in class and, in 1-2 typed page(s) (double-spaced), explain this work, how you feel it has determined your cultural outlook and if / why it deserves to be considered a *chef-d'oeuvre* (a work of art of great worth). You may consult these works of art either by consulting an artbook (e.g., at the library), the world wide web, or at the art slide library (third floor of the university library). These papers should reveal your *personal outlook*--this is a personal paper designed to encourage your own individual analysis.

15 June Hurston, *Their Eyes Were Watching God*  
16 June *Their Eyes Were Watching God*; presentations  
17 June Presentations, Closing Discussion, Review for final exam

### FINAL EXAM

9a.m. June 18, 2009

*"Those who don't read good books  
have no advantage  
over those who can't."*

**Mark Twain**

*"I cannot live  
without books."*

**Thomas Jefferson**

*"The future is the projection of the  
past, conditioned by the present."*

**Georges Braque**

**Accommodations statement:**

As required by federal law and UWGB policy for individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Please contact the instructor and Disability Coordinator in a timely manner to formulate alternative arrangements.

**Disclaimer:** All dates on the syllabus are subject to change.

**Originality clause:**

ALL written work handed into the professor **must** be the student's own original thought and expression.

**Use of encyclopedia policy:**

Many of you have probably used encyclopedias, like the online encyclopedia Wikipedia, during your studies at UWGB. Encyclopedias contain a wealth of information, which you may consult as background knowledge when analyzing a course text. However, in this course, **you must never use information from Wikipedia or other encyclopedias as evidence in an essay, exam, or D2L posting.** Misuse of encyclopedias, in addition to risking plagiarism, also leads to non-analytical and oftentimes poorly developed arguments.

**Learning Outcomes**

All students who graduate from UW-Green Bay should achieve the three skill-based learning outcomes listed here in addition to domain specific learning outcomes. The general education program emphasizes developing these skills:

1. The ability to communicate effectively through listening, speaking, reading, writing, and the use of computers.
2. The ability to think critically.
3. The ability to exercise problem-solving skills, such as problem identification and analysis, solution formulation, implementation and assessment, using an integrated, interdisciplinary approach.

**Humanities Learning Outcomes** Have a fundamental understanding of the humanities including:

1. the significance and chronology of major events and movements in Western civilization,
2. a range of literature, representative of different literary forms and historical contexts, and
3. the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values

