

# Humanities 104

# World of Ideas: The Modern Era

Meeting Time: M/W/F 1:00-1:50 pm  
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Classroom: State Farm Hall 110  
Term: Spring 2018  
Office Phone: 309-556-3287  
Office Hours: M/F 11:00 am-1:00 pm

## UNIVERSITY COURSE DESCRIPTION

Important works and movements of the 19th, 20th, and the 21st centuries in their historical and cultural context.

## SECTION DESCRIPTION

This section of HUM 104 will explore divergent conceptions of the individual from 1800 to the present through poetry, drama, the novel, film, philosophy, visual art, and music. Students will historicize the emergence of the modern Western model of the individual from a variety of vantage points, including romanticism, realism, and modernism. Thereafter, students will consider how postmodern texts negotiate this concept in a global context, with particular attention given to the relationship between Western culture and the Middle East. Overall, students will investigate the ways in which novelists, poets, playwrights, artists, composers, and philosophers have confronted the social, economic, sexual, racial, and geographic definitions and limitations of Western notions of the individual.

## REQUIRED TEXTS

Texts marked with \* are required in print copies of the listed edition.

Fiero, Gloria K. *The Humanistic Tradition, Volume 2: The Early Modern World to the Present*. 7th ed. McGraw-Hill Education, 2015. ISBN: 9781259351686

\*Goethe, Johann Wolfgang von. *The Sorrows of Young Werther*. Trans. David Constantine. Oxford UP, 2012. ISBN: 9780199583027

\*Ibsen, Henrik. *Four Major Plays*. Oxford UP, 2008. ISBN: 9780199536191

\*Satrapi, Marjane. *The Complete Persepolis*. Pantheon, 2007. ISBN: 9780375714832

\*Woolf, Virginia. *Mrs. Dalloway*. Mariner, 1990. ISBN: 9780156628709

## WORLD OF IDEAS SEQUENCE GOALS

Courses in this sequence are intended to increase students' awareness of basic human values—intellectual, social, literary, historical, ethical, and artistic—through examination of the ideas throughout history that both shaped and were shaped by Western thought, including European and non-European traditions. Attention is given to those voices, male and female, who have accepted or rejected values and assumptions of their time and whose intellectual pursuits have had a major impact on the way people think about the topic of the course sequence. These courses are meant to introduce students to the rigors of critical thinking, reading, writing, and observation, and strong emphasis is placed on the development of good reading and writing skills, exchange of ideas, and both critical and creative thinking.

## GENERAL EDUCATION INTELLECTUAL TRADITIONS GOALS

Courses in this category explore major ideas that have significantly shaped culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music. In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence and social awareness, their knowledge and understanding of the fundamental processes and relationships of culture and their evolution over time, and their abilities to make and assess judgments of value, courses in the "Intellectual Traditions" category seek to:

- 1) develop students' abilities to evaluate critically ideas and beliefs articulated in the conversations of minds across the centuries in our own and other cultures
- 2) increase students' knowledge of the texts and traditions, either Western or non-Western, which are demonstrably important, i.e., that have shaped culture and made a difference in the course of events
- 3) enable students to see that understanding an idea requires understanding its development by examining the ways in which ideas, beliefs, and world views originate, evolve, persist, recur, and die out
- 4) develop students' abilities to make, assess, and defend arguments about ideas articulated in primary texts

## GENERAL EDUCATION ENCOUNTERING GLOBAL DIVERSITY GOALS

Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society's experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society. In keeping with the overall goals of the General Education program, in particular the goals of heightening students' understanding of global diversity, of bringing the world to the campus and students to the world, of fostering students' ability to make and assess judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:

- 1) develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses
- 2) enable students to understand the social and cultural frames of reference of one or more societies and see the world from its/their perspective(s)

## FINAL GRADE CALCULATION

Final grades will be calculated according to the following distribution:

Werther Letters	15 %
Comparative Realism Essay	15 %
Postmodern Adaptation	15 %
Midterm Exam	10 %
Final Exam	15 %
Reading Quizzes	10 %
Participation	20 %

## GRADING OF COURSE PERFORMANCE

All work will be graded on a 100-point scale. At the end of the semester, final grades will be assigned according to the following criteria:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	F	63 and below
C+	77-79		

## ASSIGNMENT OVERVIEW

The requirements and grading criteria for a particular assignment will be described on a separate assignment sheet. Assignments may be summarized as follows:

**Werther Letters:** two letters (300 words each) written from perspective of Werther and an analytical essay (900 words) explaining Romantic context

**Comparative Realism Essay:** an essay (1,500 words) in which students explain the similarities and differences in the deployment of realism in *A Doll's House* and another play from the Ibsen anthology

**Postmodern Adaptation:** a creative project (900 words or equivalent) in which students adapt *Persepolis* and an analytical essay (900 words) explaining relationship to postmodernism

**Midterm Exam:** an exam in which students demonstrate proficiency in reflecting on the course's themes and texts

**Final Exam:** an exam in which students demonstrate proficiency in reflecting on the course's themes and texts

**Reading Quizzes:** brief, unannounced quizzes at the beginning of course sessions to verify student reading and comprehension

\*Note: Late work will not be accepted. Students must pass the Werther Letters, Comparative Realism Essay, and Postmodern Adaptation projects and complete the Midterm Exam and Final Exam in order to receive a passing grade in the course.

## PARTICIPATION

Because this is a discussion-based course facilitated in a seminar style, active participation throughout the semester is required of all students. Expected types of participation include: completing the assigned readings, contributing daily to course discussions, asking incisive questions, responding respectfully to classmates' ideas, and approaching all course activities with enthusiasm. Students should also refrain from using cellphones or laptops unless prompted to do so by the professor. Therefore, students should bring print copies of the readings listed for a particular session. Participation will be assessed midway through the course and at the end of the semester. Additionally, students may ask for an assessment of their participation score at any point during the semester.

## ATTENDANCE

Students are required to attend all sessions of HUM 104. However, students are granted three no-questions-asked absences to account for emergencies, illnesses, etc. Beginning with the fourth missed session, students will receive a penalty of five points for each absence. For example, a final grade of 90 would be lowered to 80 in the event of five total absences. The professor does not discriminate between excused and unexcused absences; therefore, students must use their three no-questions-asked absences wisely.

## OFFICE HOURS/EMAIL COMMUNICATION

Office hours will be held between 11:00 am and 1:00 pm on Monday and Friday. Students are encouraged to visit office hours with questions, concerns, or course-related topics for discussion. If students would like to meet at another time, they should contact the professor via email in order to set up an appointment. Students also should feel free to email the professor at other times with questions or concerns. However, the professor does not review drafts via email. Instead, students should discuss papers in face-to-face meetings to ensure clear communication. The professor checks his email inbox every weekday at 3 pm. In order to receive an answer on a particular day, students must email the professor before this time.

## SUBMISSION OF WORK

All documents should be submitted in hard copy at the beginning of the course session. All student work will be returned with grades and comments.

## PLAGIARISM

Because HUM 104 is an exploration of cultural ideas, intellectual dishonesty will not be tolerated. As such, students should not use the ideas or language of others in course assignments without proper attribution. Methods of proper attribution will be covered in class reading and discussion. Additionally, students should not repurpose assignments from previous courses. Cases of plagiarism may lead to failure of the assignment or course. Students can and should ask the professor for help or clarification related to citations at any point in the semester. However, they should seek this guidance before submitting their work.

## COURSE SCHEDULE

Students are expected to complete the listed readings before the designated date. Assignments should be submitted at the beginning of the listed class session.

### Unit I: Romanticism

1/10 (W)	Course Introduction
1/12 (F)	Gloria K. Fiero, <i>The Humanistic Tradition, Volume 2</i> : 254-256
1/15 (M)	Johann Wolfgang von Goethe, <i>The Sorrows of Young Werther</i> : 1-36
1/17 (W)	Gloria K. Fiero, <i>The Humanistic Tradition, Volume 2</i> : 209-217
1/19 (F)	Johann Wolfgang von Goethe, <i>The Sorrows of Young Werther</i> : 36-75
1/22 (M)	Gloria K. Fiero, <i>The Humanistic Tradition, Volume 2</i> : 237-240
1/24 (W)	Johann Wolfgang von Goethe, <i>The Sorrows of Young Werther</i> : 75-112
1/26 (F)	Gloria K. Fiero, <i>The Humanistic Tradition, Volume 2</i> : 257-265
1/29 (M)	No Reading

- 1/31 (W) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 268-272  
 2/2 (F) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 221-225  
 2/5 (M) NO CLASS  
 2/7 (W) WERTHER LETTERS DUE

### Unit II: Realism

- 2/9 (F) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 300-310  
 2/12 (M) Henrik Ibsen, *A Doll's House* (1879): 1-34 (Act One)  
 Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 288-289  
 2/14 (W) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 289-291  
 2/16 (F) Henrik Ibsen, *A Doll's House* (1879): 35-61 (Act Two)  
 2/19 (M) MIDTERM EXAM  
 2/21 (W) Henrik Ibsen, *A Doll's House* (1879): 62-86 (Act Three)  
 2/23 (F) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 319-321  
 2/26 (M) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 285-288  
 2/28 (W) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 323-334  
 3/2 (F) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 345-350

### Unit III: Modernism

- 3/5 (M) Virginia Woolf, *Mrs. Dalloway*: 1-70  
 3/7 (W) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 353-355, 464-466  
 3/9 (F) COMPARATIVE REALISM ESSAY DUE  
 3/19 (M) Virginia Woolf, *Mrs. Dalloway*: 70-130  
 3/21 (W) No Reading  
 3/23 (F) Virginia Woolf, *Mrs. Dalloway*: 130-194  
 3/26 (M) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 353-357  
 3/28 (W) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 358-370  
 3/30 (F) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 387-396

### Unit IV: Postmodernism

- 4/2 (M) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 475-495  
 4/4 (W) Marjane Satrapi, *Persepolis*: 3-153  
 Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 444-446  
 4/6 (F) Marjane Satrapi, *Persepolis*: 155-266  
 4/9 (M) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 503-507  
 4/11 (W) Marjane Satrapi, *Persepolis*: 267-341  
 4/13 (F) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 518-522  
 4/16 (M) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 496-500

4/18 (W) Gloria K. Fiero, *The Humanistic Tradition, Volume 2*: 515-518  
4/20 (F) No Reading  
4/23 (M) POSTMODERN ADAPTATION DUE  
4/27 (F) FINAL EXAM (3:30-5:30 pm)