

**COURSE SYLLABUS FOR HUM 2223
HUMANITIES—LATE ROMAN AND MEDIEVAL
SPRING SYLLABUS 2016**

INSTRUCTOR: Elizabeth Eschbach

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OFFICE: 1-348

OFFICE HOURS: **MTWR** 8:45-9:45 AM; **M** 1-2 PM

CELL-PHONE **MTWRF** 7:30-8:30 AM

TEXTS: Cunningham and Reich, Culture and Values, vol. 2 (Valencia Split);
Additional readings from library and internet resources.

CREDIT HOURS: 3

PREREQUISITE:

Successful completion of Freshman Composition I (ENC 1101). Students who are found not to have achieved a grade of “C” or better in Comp I will be withdrawn at any time during the semester. Students who are withdrawn will not be eligible for a refund.

COURSE DESCRIPTION:

An integrated examination of dominant ideas in Western culture as expressed in art, architecture, literature, music, philosophy, and religion from the late Roman period through the fourteenth century.

VALENCIA COLLEGE COMPETENCIES:

Valencia faculty have defined four interrelated competencies (Value, Think, Communicate, Act) that prepare the students to succeed in the world community. These competencies are outlined in the college catalogue. In this course through classroom lecture and discussion, and other learning activities, you will further develop your mastery of these core competencies.

COURSE COMPETENCIES:

The discipline of the humanities involves an array of cognitive processes that will help lead you toward mastery of diverse and complex competencies. Please review the following table listing the outcomes of this humanities course. By the end of the semester you should have mastered these competencies according to the criteria of excellence.

HUMANITIES COURSE OUTCOMES

A humanities course outcome is a humanities-related skill that should help you master the Valencia Core Competencies and achieve success in your life and career.

Humanities Outcome	Criteria of Excellence
Interpret a work of art, literature, philosophy, or religion.	<input type="checkbox"/> Apply a variety of critical and analytic methods to the work—and also <input type="checkbox"/> Integrate my own personal view with the views of scholars and experts
Trace the development of a style and form across a designated period.	<input type="checkbox"/> Identify and illustrate the stages in the development—and also <input type="checkbox"/> Account for the changes between stages.
Integrate the artistic, philosophical, and historical elements of a particular cultural period.	<input type="checkbox"/> Illustrate the principal ideas of a cultural period, using examples from the various areas of the humanities—and also <input type="checkbox"/> Articulate the worldview of a cultural period as exemplified in works of art, literature, religion, and philosophy.
Argue a point of view, position, or perspective regarding an issue in the humanities.	<input type="checkbox"/> Explain and support the reasoning behind my point of view—and also <input type="checkbox"/> Assess and revise my position in light of convincing argument or evidence.
Show sensitivity toward different perspectives and cultures.	<input type="checkbox"/> Seek experience of other perspectives and cultures—and also <input type="checkbox"/> Reflect upon the value of other perspectives and cultures with thoughtfulness and objectivity.
Participate in the cultural life of the community.	<input type="checkbox"/> Discover and attend out-of-class cultural events—and also <input type="checkbox"/> Respond to the experience with thoughtfulness and feeling.
Articulate connections between the humanities and my life.	<input type="checkbox"/> Relate humanities topics to my academic, career, and life success. <input type="checkbox"/> Reflect on my own personal views and convictions in light of my study of the humanities.

Collaborate to explore an issue or solve a problem in the humanities.

- ☐ Discuss with others alternative answers and solutions—and also
- ☐ Seek agreement or clarify differences with others regarding the most credible answer or best solution.

Employ effective **strategies for learning** in the humanities.

- ☐ Choose wisely among alternative strategies to meet humanities learning challenges.

SPECIAL REQUIREMENTS:

This course requires each student to demonstrate college-level writing skills through multiple assignments. Completion of the course with a final grade of “C” or better will partially satisfy the requirements of State Board of Education Rule 6A-10.30. Reinforcement in reading comprehension, essay writing, and general writing skills will be provided.

TESTS AND PAPERS: There will be three major tests in this course. These tests will ask students to reflect upon material covered in class, including lectures, discussions, power points, and films, as well as assigned readings. These tests will also require additional research upon the part of the students. Students will be asked to write thoughtfully and to answer objective questions.

CULTURAL ACTIVITIES: This course will include opportunities for enrichment and cultural experiences both on campus and in the community. Students will be required to reflect on **one** of these events on a form available on Blackboard as a course requirement. (Extra credit—up to a possible 10 points will be granted for an additional cultural activity and reflection). Please staple your tickets, receipts, or proof of attendance to the form.

PROJECT: Each student will present a final teaching/creative project at the end of the course. Students may work individually, but preferably in teams of two. Please see Blackboard for details of this assignment.

CLASS ATTENDANCE, PREPARATION, AND PARTICIPATION

Commitment to class attendance is essential to success in this class. Furthermore, attendance is necessary for full preparation in class discussions and projects that are a major part of this course—and therefore a major part of your grade. You can participate in class discussions and group projects only if you are present in class and prepared for class. Every class will offer opportunities for class participation, including small and large group discussions, individual initiatives, and class projects. Attendance will be taken at all class meetings.

Students are responsible for informing themselves of material covered in class during an absence, as well as any announcements made concerning assignments, tests, papers, etc.

Reading preparation is also essential to your success in this class. Many test questions will be based upon the material in the readings that we will not routinely cover in class.

Students with excessive class absences (more than 2 class sessions) will suffer a grade penalty. (Please note that you receive a major grade on your attendance and class participation). If you stop attending the class and do not withdraw by April 1, 2016, you will be given an F at the end of the term. My hope is that every student successfully completes this class; however, if it is necessary for you to withdraw, please go through the official withdrawal process. The withdrawal deadline is April 1, 2016.

CLASS PARTICIPATION CHECK-LIST:

The following behaviors will result in a high class participation grade:

- Perfect or near-perfect attendance
- Always on-time to class
- Attentive in class
- Prepared for class
- Volunteering for class activities, discussions
- Reading passages aloud
- Initiating a topic or idea based on class material
- Willing to give personal reactions
- Encouraging classmates
- Asking pertinent questions
- Treating everyone in class with dignity and respect

The following behaviors will result in a low class participation grade:

- Absences
- Arriving late to class and/or leaving early
- Leaving the classroom and reentering
- Interrupting others
- Private conversations
- Monopolizing discussions
- Sarcastic or negative remarks
- Disrespect toward others
- Texting or Cell-phone usage
- Mental apathy, absences, sleeping
- Doing homework during class

WITHDRAWAL FROM THE CLASS:

To receive a W, you must withdraw before the withdrawal deadline of April 1, 2016. I do not withdraw students unless there are extreme circumstances. Students who stop attending class and do not withdraw by the deadline will receive an F.

CELL-PHONE POLICY:

There will be no cell phone usage (**this includes text messaging, use of social media, etc!**) in class.

STUDENT CONDUCT:

Valencia College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). The instructor reserves the right to refer students who engage in activities that are disruptive to the learning environment to the Dean of Students.

for disciplinary action. The following list, though not exhaustive, includes things which are disruptive to the learning environment:

Use of any electronic devices including but not restricted to: Cell phones, iPods, and laptop computers (documentation from OSD will be taken into consideration).

Preparing homework for this course or other courses during class.

Engaging in private conversations with classmates while class is in session.

Excessive tardiness.

Leaving and re-entering the classroom while the class is in session.

In addition, Valencia College strives to provide a drug-free learning environment for all those involved in the academic experience. Our policy is as follows:

In compliance with the provisions of the Federal Drug-Free Schools and Communities Act of 1989, Valencia College will take such steps as are necessary in order to adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by Valencia College students or employees on college premises or as part of any college activity.

STUDENTS WITH DISABILITIES:

Students with disabilities who qualify for academic accommodations must provide a notification from the Office for Students with Disabilities and discuss specific needs with the instructor, preferably within the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. The East Campus Office is located in Building 5, Room 216.

EVALUATION PROCESS:

You will receive a numerical grade for all your assignments. Your final grade will be based upon the cumulative total of points divided by the total number of points possible. The grading scale will be 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

MAKE-UP POLICY:

Make-up tests without penalty will be given only in classes of unavoidable conflict. (Documentation showing reason for emergency must be offered).

ACADEMIC HONESTY:

This class will be conducted in a positive manner reinforced by the personal, moral commitment of each student to complete his/her work independently. Any instance of plagiarism or cheating will result in loss of credit.

MAJOR ASSIGNMENTS:

POINTS	ASSIGNMENTS	WORDS	GRADE	DATE
100	TEST 1	1,000		Week 4
100	TEST 2	1,000		Week 8
100	TEST 3 (Final exam)	1,000		Week 16
50	CULTURAL PAPER	500		Week 11
50	PROJECT			Weeks 13-15
100	ATTENDANCE, CLASS PARTICIPATION			Every class

STUDENT ASSESSMENT OF INSTRUCTION:

This term you will receive an invitation through your Valencia e-mail account asking you to complete the Student Assessment of Instruction (SAI) to provide us with feedback on your experience in this class and to help us to improve the course.

The results are released only after grades are submitted. Student names are not included in the results –your responses will be anonymous.

Please send your feedback to Valencia through the SAI when it opens. We want to learn more about your experiences while we continually improve our courses.

TENTATIVE COURSE SCHEDULE

Changes may be made at the discretion of the instructor. Students are responsible for informing themselves of any changes or announcements made during class.

Week 1: Introduction to the course. The ancient world and the origins of Monotheism. Students will examine the historical background of these traditions and reflect upon the themes of sacred journey, exile, suffering, liberation, and transformation in the Hebrew tradition. Read chapter 6 and take chapter notes, using the reading worksheets as a guide.

Week 2: An overview of the Roman Empire through films, power points, and discussion.

Week 3: The rise and spread of Christianity in the Roman World: Persecution and Toleration. What roles did the Emperors play in the world historical development of Christianity? How did this impact the institutionalization of the Christian faith? Finish chapter 6 and complete Reading Worksheet 1.

Week 4: The World of Byzantium. What elements of the Roman Empire survived in the Eastern realm? How did Christianity shape the Byzantine civilization? Read Chapter 7 and complete Reading Worksheet 2. **Test 1.**

Week 5: The World of Islam. What are the points of interconnection between Islam, Judaism, and Christianity? Read Chapter 8 and complete Reading Worksheet 3.

Week 6: The rise and splendor of Medieval Spain. What are the reasons that this was the apex of medieval civilization? What forces brought the demise of this civilization? Read Chapter 9 and complete Reading Worksheet 3B .

Week 7: Monasticism, Ireland and the Carolingian World. Film: The Power and the Glory. What are the legacies of medieval Ireland? What cultural and educational changes did Charlemagne initiate? Group work on medieval literature

Week 8: Student activities focusing on medieval literature. The Romanesque period. What changes did the practice of pilgrimage ignite in the Middle Ages? **Test 2**

Week 9: Spring Break

Week 10: Read Chapter 10 and complete Reading Worksheet 4. The Age of Gothic and the High Middle Ages: St. Denis, Paris, Chartres, and Rheims, and Sainte Chapelle. How do the elements and achievements of the Gothic reveal the synthesis of faith, technology, and beauty?

Week 11: Universities and intellectual achievements of the High Middle Ages. What common elements do you perceive between medieval universities and our own systems of higher education? **Cultural Activity Assignment Due**

Week 12: Dante Alighieri and The Divine Comedy. In what ways does the work lend itself to psychological and intellectual interpretations?

Week 13: Finish Dante. Begin thinking about The Fourteenth Century for projects.. Why is this period called “A Distant Mirror”? Read Chapter 11 and complete Reading Worksheet 5. Begin **Projects**

Week 14: **Projects.**

Week 15: Finish **projects.**

Week 16: **Test 3: Final Examination** (See College Examination Schedule Below).

**Spring 2016 Class Meeting Times and Final Exams
for classes scheduled in the standard 3 contact hour blocks
Fall and Spring**

Day(s) of Week and Class Meeting Time

Final Exam Day/Date of the Week and Time

MWF 7:00 – 7:50 M April 25, 2016 7:00 – 9:30

MWF 8:00 – 8:50 F April 29, 2016 7:00 – 9:30

MWF 9:00 – 9:50 W April 27, 2016 7:00 – 9:30

MWF 10:00 – 10:50 M April 25, 2016 10:00 – 12:30

MWF 11:00 – 11:50 W April 27, 2016 10:00 – 12:30

MWF 12:00 – 12:50 F April 29, 2016 10:00 – 12:30

MWF 13:00 – 13:50 M April 25, 2016 13:00 – 15:30

MWF 14:00 – 14:50 W April 27, 2016 13:00 – 15:30

MWF 15:00 – 15:50 F April 29, 2016 13:00 – 15:30

MW 7:00 – 8:15 M April 25, 2016 7:00 – 9:30

MW 8:30 – 9:45 W April 27, 2016 7:00 – 9:30

MW 10:00 – 11:15 M April 25, 2016 10:00 – 12:30

MW 11:30 – 12:45 W April 27, 2016 10:00 – 12:30

MW 13:00 – 14:15 M April 25, 2016 13:00 – 15:30

MW 14:30 – 15:45 W April 27, 2016 13:00 – 15:30

MW 16:00 – 17:15 M April 25, 2016 17:00 – 19:30

MW 17:30 – 18:45 W April 27, 2016 17:00 – 19:30

MW 19:00 – 20:15 M April 25, 2016 19:45 – 22:15

MW 20:30 – 21:45 W April 27, 2016 19:45 – 22:15

TR 7:00 – 8:15 T April 26, 2016 7:00 – 9:30

TR 8:30 – 9:45 R April 28, 2016 7:00 – 9:30

TR 10:00 – 11:15 T April 26, 2016 10:00 – 12:30

TR 11:30 – 12:45 R April 28, 2016 10:00 – 12:30

TR 13:00 – 14:15 T April 26, 2016 13:00 – 15:30

TR 14:30 – 15:45 R April 28, 2016 13:00 – 15:30

TR 16:00 – 17:15 T April 26, 2016 17:00 – 19:30

TR 17:30 – 18:45 R April 28, 2016 17:00 – 19:30

TR 19:00 – 20:15 T April 26, 2016 19:45 – 22:15

TR 20:30 – 21:45 R April 28, 2016 19:45 – 22:15

M 19:00 – 21:45 M April 25, 2016 19:45 – 22:15

T 19:00 – 21:45 T April 26, 2016 19:45 – 22:15

W 19:00 – 21:45 W April 27, 2016 19:45 – 22:15

R 19:00 – 21:45 R April 28, 2016 19:45 – 22:15

F 7:00 – 9:45 F May 1, 2016 7:00 – 9:30

F 10:00 – 12:45 F April 29, 2016 10:00 – 12:30

F 13:00 – 15:45 F April 29, 2016 13:00 – 15:30

F 16:00 – 18:45 F April 29, 2016 17:00 – 19:30

F 19:00 – 21:45 F April 29, 2016 19:45 – 22:15

S 7:00 – 9:45 S April 30, 2016 7:00 – 9:30

S 10:00 – 12:45 S April 30, 2016 10:00 – 12:30

S 13:00 – 15:45 S April 30, 2016 13:00 – 15:30

U 10:00 – 12:45 U May 1, 2016 10:00 – 12:30

U 13:00 – 15:45 U May 1, 2016 13:00 – 15:30