Humanities 1
Spring 2015
Section 67045 Th 7:00-9:50

Imagined Realities
The Individual and Civilization

This course introduces students to themes central to humanistic inquiry and to the methodologies employed by humanists to analyze artistic and written expressions that incorporate these themes. Students examine works of literature, art, architecture and philosophy chosen from a variety of historical periods and representative of distinctive approaches to the themes under discussion. (Catalog Description)

This semester we will be using the theme of “Imagined Realities: Civilization and the Individual” to consider how the products of human imagination both influence our “realities” and are influenced by the social, historical, and political contexts in which we live. In pursuing this theme we will analyze works of philosophy, history, literature, art, and film using the skills employed in the study of the humanities (e.g., defining terms, causal analysis, narrative analysis, image analysis, argument, and counterargument).

This is a transfer course that fulfills part of your General Education Requirements. To succeed in this course, you will need to have college level reading, writing, speaking and thinking skills. You will need to be able to write analytically, coherently and clearly and read (sometimes challenging) texts and images critically.

Course Requirements

“For each hour of lecture, the course should require two hours of outside of class study (homework) and/or assigned outside of class activity.” (from California Community Colleges Guidelines for Title 5 Regulations, Chapter 6, Part 1) Therefore you will be required to spend, **on average, six hours per week doing homework.**

- **Attendance** at lecture three hours per week, taking notes.
- On average, **100 pages of reading/week.**
- 10-15 pages of **formal academic writing**
- An in-class “essay” (short answer, ID’s, etc) **Final Exam**--that require extensive writing (without books or notes). The Final Exam will consist of two parts: Part I will be short answers, ID’s, etc. and Part II will require a developed essay.

Stephen Felder, Ph.D.
Office: A 237
Office Hours: Tu/Th 11:00-12:30, Wed 12:30-1:30, Thursday, 6-7:00
Phone: (949) 451-5311 Email: sfelder@ivc.edu
Evaluation:
20% Paper #1
20% Paper #2
20% Paper #3
20% Final Exam Part I
20% Final Exam Part II

Required Texts
The following texts are on sale at the IVC Bookstore:

De Beauvoir: The Second Sex
Freud: Civilization and Its Discontents
Melville: Moby Dick
Plato: Five Dialogues
Nietzsche: Beyond Good and Evil
Thoreau: Walden

Additionally, you will be asked to read the following (available on my website):
Conard, “Thus Spake Bart” from The Simpsons and Philosophy.
Marcuse, “Political Preface 1966 & Introduction” to Eros and Civilization.
Poster, “Psychoanalysis, The Body, and Information Machines” from Information Please.

The following films will be shown in class:
Crimes and Misdemeanors (Dir. By Woody Allen)
Rebecca (Dir. Alfred Hitchcock)
The Sketches of Frank Gehry (Dir. Sidney Pollack)

Student Learning Outcomes:
Given a prompt for a representative literary text, cultural artifact, or work of art, students will write a coherent, well-supported and well-reasoned argument advancing an analysis of that literary text, cultural artifact, or work of art.

Given a prompt for a philosophical text, students will write a coherent, well-supported and well-reasoned argument advancing an analysis of that philosophical text.

Given a prompt for a representative historical problem, students will write a coherent, well-supported and well-reasoned argument advancing an analysis of that historical problem.
Attendance
You will not be graded on attendance, but poor attendance (and poor attention) will likely lead to a failing grade in this class. Additionally, IVC strongly encourages instructors to drop students who miss more than 15% of the class. Therefore, students missing more than 360 minutes of, for any reason (including excused absences), may be dropped from the class. However, it is the student’s responsibility to withdraw from the class.

Late Work
The papers must be submitted at midnight on the day they are due to Turnitin.com via BlackBoard. These assignments will be docked ten points for every day, or part of day, they are late (i.e., an essay submitted 25 hours late is two days late, and would be docked twenty points).

Exams must be taken during the date and time assigned unless, in extenuating circumstance, PRIOR arrangements have been made with the instructor.

Take good notes . . . don’t just copy meaningless phrases . . . and review those notes. See: http://www.dartmouth.edu/~acskills/success/notes.html
**Classroom Conduct**

Disruptive students will be asked to leave the class. I invite your comments and questions, but ask that you raise your hand or otherwise wait to be acknowledged before offering your comments or questions. Talking, texting, or writing notes to other students in the class is considered disruptive behavior and you will be asked to leave the class. After being asked to leave the class for the second time, you will be referred to the college administration for disciplinary action.

**PLEASE SILENCE YOUR CELL PHONES.**

Talking on your cell phone during class time is absolutely prohibited.

Texting is also prohibited except in the case of personal emergencies or urgent messages from employers. If such a situation arises, you should quickly and unobtrusively deal with the message. If such a situation requires extended and immediate interaction on your part, please quietly leave the classroom to conduct your urgent business. Extensive texting during lecture will lead to my asking you to leave the class for the rest of the day.

I permit the use of laptop computers for the purpose of taking notes. All other uses are prohibited during class time.

I will make every effort to begin and end class on time and I expect you to do the same. I understand that any of us may, on occasion have to arrive late or leave early, but for the sake of the other students in the class I ask you to remain seated during the class period (unless it is an emergency).

If you must leave class early, please sit near an exit and do so quietly.

I do allow you to record my lectures.
On Plagiarism

plagiarize  /'pledrz/  ( also plagiarise )
→ verb
[with obj.] take (the work or an idea of someone else) and pass it off as one's own.
• take the work or an idea of (someone) and pass it off as one's own.
- DERIVATIVES plagiarizer noun.


From the IVC Academic Dishonesty Policy:

Plagiarism is any conduct in academic work or programs involving misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following.
intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, evidence of another.
taking sole credit for ideas and/or written work that resulted from a collaboration with others.
paraphrasing or quoting material without citing the source in the text.
submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill or internet derived products).
sharing computer files and programs or written papers and then submit individual copies of the results as one's own individual work.
submitting substantially the same material in more than one course without prior authorization from each instructor involved.
modifying another's work and representing it as one's own work.

Students caught plagiarizing will receive an “F” for the assignment and may be reported to the college administration for disciplinary action.

ADA Statement
Irvine Valley College makes reasonable accommodations for qualified students with documented disabilities. If you have a disability that qualifies under the Americans with Disabilities Act (ADA), impacts your work for this class, and necessitates accommodations, you should contact Disabled Students Programs and Services (DSPS) at 949-451-5630 or Student Services Center SC 171 for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders, among others. Students can contact DSPS if they are uncertain whether a medical condition/disability qualifies, or if they feel they may have a learning disability.
# Grading Rubric for Papers

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<th>Description</th>
<th>Comments</th>
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| **“A”** | Your paper was **original, insightful, going beyond ideas discussed in class**. You have a **clear, complex thesis**. Your essay demonstrates your **thorough understanding** of the material covered by the assignment, texts, and lectures. | • Complex, sophisticated thesis.  
• All claims supported by well-chosen quotations that are integrated into the argument of the paper.  
• No awkward sentences, no unnecessary sentences, or extraneous information. |
| **“B”** | While you **may have some conceptual or factual difficulties**, you are **doing real analysis and argumentation**. You **go beyond the ideas discussed in class** and you clearly and logically present your argument. | • Clear, argumentative thesis.  
• Sufficient number of quotations to support claims.  
• Language is clear and articulate.  
• No awkward sentences, no unnecessary sentences, or extraneous information. |
| **“C”** | Okay, you get the **basic idea(s) covered by the assignment**, but you tend to just **repeat what I said in class**, often giving me the impression that you don’t quite “**get it**.” You tend to think in **generalities** and write in **clichés**. | • General thesis or controlling idea.  
• Uses textual evidence, but does not always choose the best quotes. Often quotes are not well integrated into the paper’s argument.  
• Some awkward sentences, poor word choices, lack of organization. |
| **“D”** | You **don’t really know what you are talking about**. You tend to **jump from idea to idea** without explaining the relationship between ideas. Your **use of textual evidence is awkward and/or inadequate**. | The “D” paper fails to demonstrate adequate comprehension of the assignment, material, and/or lectures but may also be characterized by severe difficulties with reading and writing Standard Written English.  
This essay may be excessively brief, disorganized, or a collection of random thoughts without any overall sense of organization. Usually this kind of essay is also characterized by awkward prose and is plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material. |
| **“F”** | You **do not seem to understand the material covered by the assignment.**  
**Or, essay is plagiarized in part or whole.** |  
This essay may be excessively brief, disorganized, or a collection of random thoughts without any overall sense of organization. Usually this kind of essay is also characterized by awkward prose and is plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material. |
# A NOTE ON EXAMS

**Purpose:** The primary purpose of the exam is to evaluate your mastery of the texts, concepts, and methods developed in the course. The purpose of the exam is not to see if you are “naturally smart” or a “good test-taker,” neither is it to evaluate what you may have learned in high school, other classes, or on *Wikipedia.*

**Format:** You can expect the exam questions to be challenging, requiring you to demonstrate a combination of knowledge, insight, and skill in responding to the questions. You will be expected to identify important people, texts, images, events, and ideas from the course. You will be expected to explain and analyze key arguments presented in the course. You will be expected to demonstrate your ability to apply what you have learned in the course to analyzing new problems, texts, and ideas.

**Evaluation** I will grade your exams holistically, meaning I will not assign specific points to specific questions, but will read the entire exam to measure your overall grasp of the material. The best exams do more than “regurgitate” key terms and phrases, but demonstrate a sophisticated understanding of the complexities of the arguments presented in class and in the assigned texts. In assigning a letter grade my goal is to make appropriate distinctions between the levels of performance demonstrated by the students in the class. I will use the following rubric as a guide:

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| **“A”** | Sophisticated in statement and insight  
| | Comprehensive; every question is answered completely  
| | Numerous relevant details demonstrating mastery of material  
| | Represents the best responses given to this exam |
| **“B”** | Competent, college-level response  
| | Complete; every question is answered competently  
| | Answers supported by details from assigned texts  
| | Represents superior understanding of course material |
| **“C”** | College-level response  
| | Relatively complete. Responded to every question, but some questions are incomplete, misguided, or incorrect.  
| | Answers tend to be vague with relatively few supporting details.  
| | Represents minimally satisfactory understanding of course material |
| **“D”** | Not college-level discourse  
| | Incomplete. Failed to answer some of the questions or answers are clearly incorrect, vague, or even misleading  
| | Virtually no supporting details; mostly broad generalities  
| | Demonstrates unsatisfactory level of understanding of course material |
| **“F”** | Not college-level discourse; incoherent, rambling, etc.  
| | Fails to respond to several questions or response are largely wrong  
| | Contains very few details  
| | Represents a serious deficiency in understanding of course material  
| | or… STUDENT CAUGHT CHEATING ON EXAM:  
| | o copying from another student  
| | o exchanging information with another student  
| | o using electronic devices  
| | o using notes, books, etc. that have not been approved for that exam |
### Assignment Schedule

**Subject to Change**

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<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Assignment Due</th>
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| January  | 21   | Th  | First Day—No Assignment  
Lecture: Re-Thinking Prometheus |
| February | 5    | Th  | Read Marcuse, Excerpts from *Eros and Civilization*.  
(On my Webpage)  
Read Poster, “Psychoanalysis, the Body, and Information  
Machines.” (On my Webpage) |
|          | 12   | Th  | Lecture on Fashion—(No Assignment)  
Review/Discuss Paper Topics |
|          | 15   | Sun | Paper #1 Due at 11:59 p.m. (Use Turnitin on Blackboard) |
|          | 19   | Th  | Read Thoreau, *Walden*, pp. 1-40, 58-78, 90-97, 119-123,  
140-151, 212-224. |
|          | 26   | Th  | Read De Beauvoir, *Second Sex*, pp. ix-xxxvi, 716-732, 139-198, 253-263 |
| March    | 5    | Th  | Read De Beauvoir, *Second Sex*, pp. 328-403, 425-479,  
528-554, 642-669. |
|          | 12   | Th  | Watch *Rebecca* in Class |
|          | 19   | Th  | Discuss *Rebecca*  
Read Plato, *Euthyphro*. |
|          | 20   | Fri | Paper #2 Due at 11:59 p.m. (Use Turnitin on Blackboard) |
|          | 24   | Tu  | **Spring Break—No Class** |
|          | 26   | Th  | **Spring Break—No Class** |
| April    | 2    | Th  | Read Plato, *Meno & Phaedo*. |
|          | 9    | Th  | Read *Nietzsche, Beyond Good & Evil*, aphorisms 1-44. |
Read Conard, “Thus Spake Bart.” (Available on my Faculty  
Web Page) |
|          | 23   | Th  | Watch *Crimes & Misdemeanors* in Class |
|          | 26   | Sun | Paper #3 Due at 11:59 p.m. (Use Turnitin on Blackboard) |
|          | 14   | Th  | Watch *Sketches of Frank Gehry* |
|          | 20   | Th  | **Final Exam Parts I & II** |