

**Humanities 1—Introduction to Humanities**  
**Fall 2010**  
**Irvine Valley College**  
**#63350/Tuesdays 7:00-9:50**

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**Office:** [PAC 133](#)

**Office Hours:**

Mon. 12:30-1:30 p.m.

Tues. 10-11 a.m., 6-7 p.m.

Wed. 12:30-1:30 p.m.

Thur. 10-11:00 a.m.

**Overview:**

*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. You may also enroll in Writing 180, a half-unit C/NC writing conference open to all IVC students who want to write better.

**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 100-150 pages of reading/week.
- Three college-level essays (3-5 pages, typed, double-spaced).
- Two essay examinations, including a cumulative final exam.

**Required Texts:**

The following texts are on sale at the IVC Bookstore (listed in the order in which we will be reading them):

Aeschylus: *Prometheus Bound*.  
Freud: *Civilization and Its Discontents*  
Plato: *Five Dialogues*  
Nietzsche: *Beyond Good and Evil*  
Paz: *Labyrinth of Solitude*  
Kingston: *China Men*  
Lahiri: *Interpreter of Maladies*

Additionally, you will be asked to read Marcuse, "Political Preface 1966 & Introduction" to *Eros and Civilization*. Available [online](http://evans-experientialism.freewebspace.com/marcuse01.htm) at: <http://evans-experientialism.freewebspace.com/marcuse01.htm>

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)

**Objectives:**

By the end of the course the student should be able to:

- Describe, analyze, and explain Aeschylus' appropriation of the Prometheus myth.
- Identify, explain, and evaluate the arguments presented in assigned readings from Sigmund Freud's *Civilization and Its Discontents*.
- Analyze the film *Rebecca* in terms of its formal elements.
- Apply the ideas of Sigmund Freud & Jacques Lacan to an analysis of *Rebecca*.
- Identify Plato, explain his method of discourse, and describe and evaluate his arguments in "Euthyphro," "Meno," and "Phaedo."
- Identify Nietzsche and explain his place in the history of western philosophy.
- Explain key texts from Nietzsche's *Beyond Good and Evil*, discuss their relevance for modern philosophical debates, and apply those texts in interpreting Woody Allen's film, *Crimes and Misdemeanors*.
- Identify the two main plots in *Crimes and Misdemeanors*, discuss how those two plots are related, and evaluate the moral and ethical positions articulated by the characters in the film.
- Identify Maxine Hong Kingston and her place among modern American authors.
- Interpret assigned readings from *China Men* and analyze them in terms of their social, political, and historical contexts.
- List, explain, and discuss the key legal texts and decisions related to Chinese immigration to the United States.
- Interpret, explain, and evaluate the argument(s) in Octavio Paz's *Labyrinth of Solitude*.
- Identify key twentieth-century Mexican artists and analyze their work in terms of both formal elements and historical concerns.

- Compare themes in Octavio Paz’s analysis of Mexican identity to similar themes in key works of twentieth-century Mexican art.
- Identify key course themes as they appear in assigned stories from Jhumpa Lahiri’s *The Interpreter of Maladies* and compare the treatment of those themes with their treatment in other works we have studied this semester.
- Explain Vitruvius’ schema for analyzing architecture and describe how each element is expressed in architectural drawings.
- Analyze and critique common examples of architecture.
- Discuss, analyze, and evaluate the process, principles, and features of Frank Gehry’s architecture.
- Recall key characters, themes, and events from all of the assigned texts.

**Evaluation:**

150 pts	Essay #1
150 pts	Essay #2
150 pts	Essay #3
200 pts	Midterm Exam
300 pts	Final Exam

**Final Grades** will be calculated according to the following scale, and are not negotiable:

<b>A</b>	855-950 points
<b>B</b>	760-854 points
<b>C</b>	665-759 points
<b>D</b>	570-664 points
<b>F</b>	000-569 points

**Late Work**

**Essays** all essays must be submitted at the beginning of class on the day they are due. Essays will be docked 30 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 60 points).

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

**Study Guides**

To stay consistent with the practices of most of my colleagues at UC campuses, I will NOT be distributing study guides for each exam. Here are some tips on prepare for the exam.

- Everything I say in class is important, and may be on the exam.
- Read, re-read, and read again every passage that I read in class.
- Think about the themes of the class and ask how those themes are reflected in the assigned works.
- 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.

## **On Plagiarism**

**plagiarize** /'pledʒz/ ( 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: "plagiarize verb" *The Oxford Dictionary of English* (revised edition). Ed. Catherine Soanes and Angus Stevenson. Oxford University Press, 2005. Oxford Reference Online. Oxford University Press. Irvine Valley College. Accessed: 8 January 2008 <http://www.oxfordreference.com/views/ENTRY.html?subview=Main&entry=t140.e59317>)

## **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.

1. intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, evidence of another.
2. taking sole credit for ideas and/or written work that resulted from a collaboration with others.
3. paraphrasing or quoting material without citing the source in the text.
4. 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).
5. sharing computer files and programs or written papers and then submit individual copies of the results as one's own individual work.
6. submitting substantially the same material in more than one course without prior authorization from each instructor involved.
7. 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.***

#### Essay Grading Criteria—150 Point Essay

145-150 pts.	<b>Excellent.</b>	This is truly <i>brilliant, insightful, and sophisticated</i> . You have an <i>exceptionally complex thesis, rigorously argued</i> , and supported with quotations that are unusually apt. Your essay is among the very best to ever be presented in an undergraduate course.
135-144 pts.	<b>Extremely Good.</b>	Your paper was <i>original, insightful, going beyond ideas discussed in class</i> . You have a <i>clear, complex thesis</i> . Your essay demonstrates your <i>thorough understanding</i> of the material covered by the assignment. You choose appropriate quotations and integrate them into your own argument. There are no awkward sentences, no unnecessary sentences, or extraneous information.
127-134 pts.	<b>Very good.</b>	You have a <i>solid analysis</i> . You demonstrate a superior understanding of the course material. Your essay is <i>well organized</i> , and you present a <i>clear, specific, argumentative thesis that controls the essay</i> . There are <i>distinct units of thought in paragraphs controlled by detailed topic sentences</i> . There are <i>clear transitions between paragraphs</i> . Your language is clear and articulate. You choose appropriate quotations and integrate them into your own argument.
119-126 pts.	<b>Good.</b>	While you <i>may have some conceptual or factual difficulties</i> , you are <i>doing real analysis and argumentation</i> . You <i>go beyond the ideas discussed in class</i> and you present your argument in a clear, concise manner. You "get it," i.e., you understanding the concepts and ideas covered by the assignment. I had no difficulty following your argument or understand the reasoning behind it.

111-118 pts	<b>High Average</b>	You have a <i>clear command of the ideas presented in class</i> , though your own <i>reading of the text(s) still seems deficient</i> . You don't seem as plagued by clichés and generalities as the average student, but your analysis doesn't go much deeper. Still, I can read your essay with relative ease, and understand your main point(s). You have a sufficient number of quotations to support your claims, but you don't always seem to choose the best quote(s) to make your point(s), or perhaps you even use "drop quotes" from time to time. (A "drop quote" is a quotation that is not integrated into your own sentences but is an entire sentence [or more] "dropped" into your essay. Often students writing at this level [and below] tend to drop these sentences in as the first sentence of a paragraph.)
102-110 pts	<b>Average College Essay</b>	Okay, you get <i>the basic idea(s) covered by the assignment</i> , 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 <i>generalities</i> and write in <i>clichés</i> . Still, I can read your essay with relative ease, and understand your main point(s). You have a sufficient number of quotations to support your claims, but you don't always seem to choose the best quote(s) to make your point(s), or you use "drop quotes" (see above).
95-101 pts	<b>Obviously Below Average</b>	You <i>don't really know what you are talking about</i> . You tend to <i>jump from idea to idea</i> without explaining the relationship between ideas. Your <i>use of textual evidence is awkward and/or inadequate</i> . Usually this kind of essay is also characterized by awkward prose plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material.
88-94 pts	<b>Seriously Flawed</b>	You <i>fail to respond directly to the topic</i> and/or you <i>fail to demonstrate an adequate understanding</i> of the course material. Usually this kind of essay is also characterized by awkward prose plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material.
10-87 pts	<b>Completely Unacceptable</b>	<i>You do not seem to understand any of the material covered by the assignment</i> . This essay may be excessively brief, disorganized, or a collection of random thoughts without any over all sense of organization. Usually this kind of essay is also characterized by awkward prose plagued by grammatical and syntactical errors, but not always. Sometimes a competent writer has an inadequate command of the course material.
000 pts.	<b>Plagiarism</b>	See plagiarism policy in the syllabus.

## 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 write a paragraph or two in response to questions that focus on material and ideas covered in class.

**Evaluation (M-Midterm; F-Final):** 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 points 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:

<p><b>M: 180-200 pts.</b> <b>F: 270-300 pts.</b></p>	<ul style="list-style-type: none"> <li>• Sophisticated in statement and insight</li> <li>• Comprehensive; every question is answered completely</li> <li>• Numerous relevant details demonstrating mastery of material</li> <li>• Represents the best responses given to this exam</li> </ul>
<p><b>M: 160-179 pts.</b> <b>F: 240-269 pts.</b></p>	<ul style="list-style-type: none"> <li>• Competent, college-level response</li> <li>• Complete; every question is answered competently</li> <li>• Answers supported by details from assigned texts</li> <li>• Represents superior understanding of course material</li> </ul>
<p><b>M: 140-159 pts.</b> <b>F: 210-239 pts.</b></p>	<ul style="list-style-type: none"> <li>• College-level response</li> <li>• Relatively complete. Responded to every question, but some questions are incomplete, misguided, or incorrect.</li> <li>• Answers tend to be vague with relatively few supporting details.</li> <li>• Represents minimally satisfactory understanding of course material</li> </ul>
<p><b>M: 120-139 pts.</b> <b>F: 180-211 pts.</b></p>	<ul style="list-style-type: none"> <li>• Not college-level discourse</li> <li>• Incomplete. Failed to answer some of the questions or answers are clearly incorrect, vague, or even misleading</li> <li>• Virtually no supporting details; mostly broad generalities</li> <li>• Demonstrates unsatisfactory level of understanding of course material</li> </ul>
<p><b>M: 000-119 pts.</b> <b>F: 000-179 pts.</b></p>	<ul style="list-style-type: none"> <li>• Not college-level discourse; incoherent, rambling, etc.</li> <li>• Fails to respond to several questions or response are largely wrong</li> <li>• Contains very few details</li> <li>• Represents a serious deficiency in understanding of course material</li> <li>• or . . . STUDENT CAUGHT CHEATING ON EXAM:             <ul style="list-style-type: none"> <li>○ copying from another student</li> <li>○ exchanging information with another student</li> <li>○ using electronic devices</li> <li>○ using notes, books, etc. that have not been approved for that exam</li> </ul> </li> </ul>

**Class Schedule for Fall 2010 (subject to change)**

<b>Date</b>		<b>Assignment Due</b>
August	24	First Day of Class; No Assignment
	31	Read Freud, pp. 10-112
September	7	Read: <i>Prometheus Bound</i> Read: Marcuse, "Political Preface 1966 & Introduction" to <i>Eros and Civilization</i> . Available <a href="http://evans-experientialism.freewebspace.com/marcuse01.htm">online</a> at: <a href="http://evans-experientialism.freewebspace.com/marcuse01.htm">http://evans-experientialism.freewebspace.com/marcuse01.htm</a>
	14	Watch <i>Rebecca</i> in class. <b>Essay #1 Due</b>
	21	Read Plato: "Euthyphro," "Meno," in <i>Five Dialogues</i>
	28	Read Plato: "Phaedo" in <i>Five Dialogues</i> Read <i>Beyond Good &amp; Evil</i> sections 1-11, 16-44
October	5	Read <i>Beyond Good &amp; Evil</i> sections 46, 49, 55, 60-61, 63-203, 257-60 Read <i>Beyond Good &amp; Evil</i> sections 188, 211-212, 268, 282, 287 Read: Conard "Thus Spake Bart" (Available on Blackboard)
	12	Watch <i>Crimes &amp; Misdemeanors</i> in class. Discuss/Analyze the film
	19	<b>Midterm Exam</b>
	26	Read Paz, <i>Labyrinth of Solitude</i> , pp. 9-46.
November	2	Read Paz, <i>Labyrinth of Solitude</i> , pp. 47-87, 111-116, 175-212. <b>Essay #2 Due</b>
	9	Lecture on Mexican Painters; No Assignment
	16	Read <i>China Men</i> , pp. 1-118.
	23	Read <i>China Men</i> , pp. 119-159, 237-255, 263-308.
	30	Introduction to Architecture (No Assignment) Watch "Sketches of Frank Gehry" (No Assignment) <b>Essay #3 Due</b>
December	7	Read: Lahiri, pp. 23-69, 173-198.
	14	<b>Final Exam 7:30-9:30 p.m.</b>