

**ENLIGHTENMENT AND ROMANTICISM  
HUMANITIES (HUM 2234 – 14252)  
Fall 2018**

*“I do not agree with a word that you say, but I will defend  
to the death your right to say it.”  
– Voltaire*



**Instructor:** Dr. Natalie Holter, Associate Digital Professor of Humanities  
**Telephone:** 321-355-3821

**Required texts:**

*The Humanities Book 4* (ISBN 978-1-269-81501-7) by Henry M. Sayre

**Course Description**

Prerequisite: ENC 1101 or ENC 1101H or IDH 1110 Integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy and religion. Covers period from Enlightenment through 19th century, emphasizing emergence of rationalism and modern science and Romantic rebellion. Gordon Rule course in which the student is required to demonstrate college-level writing skills through multiple writing assignments. Minimum grade of C required if used to satisfy Gordon Rule requirement.

## **Course Objectives**

1. To think critically about the interrelated nature of history, art, literature and philosophy
2. To appreciate the universality of the human condition
3. To examine, affirm and challenge the thought patterns of our own era by understanding the past

## **Major Topics:**

- The Romantic approach to nature (including poets Wordsworth, Shelley, Byron, etc. and painters Friedrich, Turner, Constable, etc.)
- The foundations for Enlightenment thinking (The Scientific Revolution, Hobbes & Locke, the birth of the salon, etc.)
- Romantic Heroism (in literature, ex, Goethe, Shelley, etc. and painting, ex. Gericault, Delacroix, Goya)
- Major contributions of the philosophes (including Diderot, D'Alembert, Montesquieu, Voltaire, Rousseau, etc.)
- The Napoleonic Empire
- The satirists (Voltaire, Swift, Hogarth, etc.)
- Transcendentalism and American Landscape Painting
- Shifts in 18th century styles (Rococo, French Genre Painting, Neoclassicism)
- Romantic Music (Beethoven, Schubert, Chopin, Berlioz, etc.)
- Slavery and Freedom
- Realism at midcentury
- The Revolutionary Spirit in France and America
- Developments in 19th Century thought (Darwin, Hegel, Marx, etc.)
- Foundation for Modernism
- The Birth of Modern Feminism (Wollstonecraft)
- The Birth of Classical Music (Haydn, Mozart, the symphony, operas)
- The shift to Romanticism

## **Online Course Environment**

An online course is a course in which all of the content is delivered online at Valencia using the college-approved course management system. Online courses can provide opportunities for students to attend anytime from anywhere; however, the online student must take responsibility for his or her own learning. In any distance education program, the capacity for self-directed learning is crucial. While instructors and fellow students can provide some support, the online distance learner is expected to provide the internal motivation to manage his or her own learning during the course of study and have a basic grasp of Internet navigation skills and word processing skills. Canvas is used to deliver all instruction in this online course and the student is responsible to learn to use this delivery system. To assess your readiness for an online course, you are encouraged to take the self-assessment at [http://valenciacollege.edu/ltad/students/are\\_distance.asp](http://valenciacollege.edu/ltad/students/are_distance.asp).

Students should visit the course at least every 48 hours to remain up-to-date on communications from the instructor and fellow students. Other tips can be found at the end of this document.

## **Evaluation**

### *Exams –*

There will be three non-cumulative exams throughout the course that will consist of multiple choice questions and essays. Each test will be worth a possible 100 points. No make-up tests will be allowed.

### *Final Project –*

Students will research and critique one individual's contribution to the development of Enlightenment and Romantic culture, either in a paper or a powerpoint presentation. The paper must be at least 1500 words long (approximately 6 pages), typewritten, double-spaced, and submitted through Canvas during the week it is due. The powerpoint presentation must be at least 15 slides long. Either project must use MLA (Modern Language Association) citation.

### *Cultural Event paper –*

Students will write a reaction paper to a current cultural event. The paper must be at least 750 words long (approximately 3 pages), typewritten, double-spaced, and submitted through Canvas during the week it is due. Plan to describe the event you attend and evaluate what it reveals about modern culture. Possible topics include the following:

- Visiting a museum or art gallery
- Viewing a foreign or independent film at the Enzian in Maitland
- Attending a play, opera, or symphony performance

This is not an exhaustive list, so feel free to choose something else of interest to you as your topic. However, to ensure your idea is acceptable, please get approval from the instructor beforehand.

### *Online Discussions –*

Most weeks, a discussion question related to the topic that week will be posted on Canvas. For each discussion, you must write your own response, read at least five posts from your peers, and reply to at least three. Your original post and all replies should be made by midnight on Sunday of the due date. Do not wait until the due date to complete all posts and responses. In order for there to be a discussion you must post and participate in the discussion throughout the week and not wait until the last minute. Points will be deducted if you do not post on at least two different days.

### *Two Response Papers –*

There will be two topical response papers required in the course. Each response will be worth a possible 40 points. Each one must be at least 800 words long (approximately 2 pages), typewritten, double-spaced, and submitted through Canvas during the week due.

*Reading Quizzes –*

Nine short quizzes, each worth 20 points, will be given throughout the course to ensure that students keep up with their reading assignments.

*Assignments –*

Various miscellaneous assignments will be required throughout the course. The instructions and point values for each will be indicated on the class calendar.

**Overall Grade Distribution**

<b>3 Tests (100 points each)</b>	<b>300 points</b>
<b>Final Project</b>	<b>200 points</b>
<b>Cultural Event Paper</b>	<b>100 points</b>
<b>Two Response Papers</b>	<b>80 points</b>
<b>Quizzes</b>	<b>180 points</b>
<b>Online Discussions</b>	<b>100 points</b>
<b>Assignments</b>	<b>120 points</b>
<b>TOTAL</b>	<b>1080 points</b>

**A 90-100 percent**

**B 80-89 percent**

**C 70-79 percent**

**D 60-69 percent**

**F 0-59 percent**

**Student Integrity and Academic Dishonesty**

All students are expected to behave with integrity. Plagiarism and cheating are unethical, and students caught engaging in such activities will be subject to disciplinary action, including loss of credit for an assignment or for the entire course, probation, suspension, or even dismissal. For further information, please refer to college policies published in the student handbook.

**Students with Disabilities**

Any student who has special needs (as defined by Services for Special Students) must tell the instructor during the first week of class so provisions can be made. Please visit <http://www.valenciac.edu/osd/> if you have any questions about your status.

**Other Information**

The withdrawal date for a W is November 9th.

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## CLASS CALENDAR

**Please note: All assignments are due by Sunday at 11:59 pm in the week indicated.**

Week	Topic	Reading	Assignments	Due
1	Course Orientation	None	Orientation Quiz One discussion board	9/2
<b>Baroque</b>				
2	Italian Baroque	None	<i>Power of Art: Bernini</i> One discussion board Reading Quiz 1	9/9
3	Scientific Revolution	pp 11-20	One discussion board Reading Quiz 2	9/16
4	Unit Exam	None	Cultural Event Paper Baroque Unit Exam	9/23
<b>Enlightenment</b>				
5	English Enlightenment Part 1	pp 33-38, 40-41, 47-50	Reading Quiz 3 One discussion board	9/30
6	English Enlightenment Part 2	pp 50-51, 59-61, 67-68	Locke/Hobbes paper One discussion board	10/7
7	European Enlightenment	pp 38-39, 41-47, 61-65, 68-71, 77-99	Reading Quiz 4 One discussion board	10/14
8	Mozart	pp 100-105	<i>Amadeus</i> handout	10/21
9	Revolutions	pp 71-74	Reading Quiz 5 One discussion board <i>Power of Art: David</i>	10/28
10	Unit Exam	None	Enlightenment Unit Exam	11/4
<b>Romanticism</b>				
11	Rise of Romanticism	pp 112-121, 123-127	Reading Quiz 6 One discussion board	11/11
12	Spread of Romanticism	pp 127-133	Reading Quiz 7 One discussion board	11/18
13	Thanksgiving	None	None	11/25
14	Dark Romanticism	pp 140-146, 150-169	Reading Quiz 8 One discussion board Romantic Poetry essay	12/2
15	Beethoven	pp 105, 169-178	<i>Immortal Beloved</i> handout Final Project due	12/9
16	Unit Exam	None	Romanticism Unit Exam	12/13

Disclaimer: This syllabus may be changed anytime at the discretion of the instructor. Students will be informed of any changes.

## Online Course Expectations

**Technical Help Available 24/7:**

Call at 407-582-5600

or visit <http://valenciacollege.edu/oit/lts/StudentResources/>

<b>Course Description</b>	<ul style="list-style-type: none"><li>• A <b>fully online course</b> conducted in an <b>asynchronous format</b>.</li><li>• This is an <b>interactive course</b>, not an independent study.</li></ul>
<b>How an Online Course Is Different from a Face-to-Face Course</b>	<ul style="list-style-type: none"><li>• <b>It can feel overwhelming—especially in the first week.</b> You’ve probably forgotten how ill-at-ease you felt when you first went to school, but taking an online class for the first time is very similar. It takes a while to learn your way around the “virtual campus”.</li><li>• <b>It fits more easily into your schedule.</b> However, since you will do most of your work at home, <b>it requires more self-discipline</b> in setting aside time to study and participate in the course’s learning activities.</li><li>• As in any course in which you want to do well, <b>this course will take more time than you expect.</b></li><li>• <b>All reminders of when things are due are electronic.</b> If you don’t access the course regularly, you may miss key assignments and due dates.</li><li>• You will collect, reflect on, and respond to information that you have gathered. In an online course, <b>responsibility for learning rests equally on participants and facilitators.</b></li><li>• It works best when you <b>enjoy using technology and interacting with others online.</b></li></ul>
<b>What You Will Need to Be Successful</b>	<ul style="list-style-type: none"><li>• Access to a <b>computer with a high-speed connection.</b></li><li>• <b>Basic computer skills</b>, such as the use of word processing software, sending email with attachments, uploading and downloading files from external sources.</li><li>• <b>A preference for visual or kinesthetic learning</b>, because online learning is very visual and very “hands on the keyboard.” (If you don’t know your preference, take the online version of the Barsch Inventory to find out.)</li><li>• An <b>open-minded attitude, personal honesty, and a willingness to share</b> your knowledge and ideas with others.</li><li>• The belief that <b>online learning is more convenient, but not easier</b> than face-to-face learning.</li><li>• The belief that <b>quality learning can happen anytime and anywhere.</b></li><li>• An <b>interest in self-reflection.</b></li></ul> <p style="text-align: right;"><i>From: The Virtual Student by Palloff and Pratt</i></p>

<p style="text-align: center;"><b>Online Course Components (that you will find on the course website)</b></p>	<ul style="list-style-type: none"> <li>• <b>Syllabus</b> including a description of course, requirements, and expectations of participants, posted on course website.</li> <li>• <b>Course goals</b>, or Learning Outcomes, linked to each course activity.</li> <li>• <b>Calendar</b>, including all due dates.</li> <li>• <b>Web links</b> for required, online reading.</li> <li>• <b>Narrated presentations.</b></li> <li>• <b>Threaded</b> discussions.</li> <li>• <b>Assignments</b> (or learning activities).</li> <li>• <b>Assessments</b> in the form of quizzes.</li> <li>• <b>Course e-mail</b> to facilitate communication among participants.</li> </ul>
<p style="text-align: center;"><b>My Expectations of You</b></p>	<ul style="list-style-type: none"> <li>• Have <b>access</b> to computer equipment necessary to run course delivery platform (Canvas).</li> <li>• <b>Active engagement</b> in all course activities, readings and discussions.</li> <li>• <b>Access Canvas at least every other day</b> if not every day for the duration of the course.</li> <li>• <b>Complete all learning activities on time.</b></li> <li>• Provide <b>substantive feedback</b> to peers</li> <li>• <b>Develop/refine materials</b> you can use in your classroom.</li> <li>• Practice professional ethics.</li> <li>• Observe the Rules of Netiquette.</li> <li>• <b>Provide feedback-</b> Complete an online evaluation of this course.</li> </ul>
<p style="text-align: center;"><b>What You Can Expect From Me</b></p>	<ul style="list-style-type: none"> <li>• <b>Prompt responses</b> to your questions and e-mails.</li> <li>• <b>Daily monitoring</b> of course website.</li> <li>• <b>Thoughtful discussion facilitation</b> (although I may limit my involvement so you spend more time in discussion with peers).</li> <li>• <b>Prompt action</b> on technical problems within my control, such as broken links, file size, discussion settings, etc.</li> <li>• <b>Respect</b> for your area of expertise, as well as for your ideas and opinions.</li> </ul>
<p style="text-align: center;"><b>What Makes A Good Discussion Post</b></p>	<ul style="list-style-type: none"> <li>• <b>Substantial-</b> thoughtful, original, relevant and contributes to the overall learning of the group</li> <li>• <b>Thought-provoking-</b> stimulates thinking and reasoning</li> <li>• <b>Timely-</b> post early to give your peers time to respond, this contributes to a rich discussion</li> <li>• <b>Logical,</b> concise and grammatical</li> <li>• <b>Conveys “your presence”-</b> reinforce your conclusions with real life and professional experiences</li> </ul>

<p style="text-align: center;"><b>Tips For Success</b></p>	<ul style="list-style-type: none"> <li>• <b>Perform the Browser Check on the Canvas log-in page</b> BEFORE beginning course work. Performing this tune-up ensures optimal performance. (Install Firefox browser for best visual display of online course.)</li> <li>• <b>Print a copy of the course syllabus and schedule.</b> Keep it by your computer.</li> <li>• <b>Work offline if you prefer-</b>print your assignments and read them offline, use a word processor to compose your work before posting them to the course.</li> <li>• <b>Check the course website and course email regularly.</b></li> <li>• <b>If you have a question,</b> post it on the course discussion board. Often a colleague will have a good answer for you.</li> <li>• <b>Set aside specific times during the week to complete class activities.</b> If not, your other work will expand to fill all the time you have.</li> <li>• <b>Expect electronic glitches/power outages and plan ahead.</b> Don't wait until the last minute to submit your work.</li> <li>• If the course website has been working well for you, but begins to "act up," contact the <b>Canvas Help Desk</b> immediately (407-582-5600).</li> <li>• <b>Maintain back-up copies of all of your coursework</b> on a flash or jump drive.</li> </ul>
<p style="text-align: center;"><b>Questions?</b></p>	<ul style="list-style-type: none"> <li>• <b>Personal or private: E-mail me</b> in Canvas.</li> <li>• <b>Call or text me</b></li> </ul>