Usf Dr. Benjamin Goldberg **Online** **Course Schedule**

HUM 2230 TuTh 11:00 - 12:15pm (see below!)

big@usf.edu Office Hours: By appointment

**Humanities 2230: Renaissance - 20th century**

**Course Description**

This course will discuss and analyze aspects of Western European culture (as well as various other cultures) from the Renaissance to the 20th Century, exploring various kinds of cultural products. We will focus not only on the artworks themselves, but upon their social, political, and economic context.

We shall examine painting, sculpture, music, literature, philosophy, history, architecture, film, and performance, thought the focus will primarily be on visual art. Concepts and materials are organized both chronologically (around key historical events that influenced politics and culture) and thematically (around a series of core questions designed to generate discussion and to stimulate further inquiry).

**Course Objectives**

Students who successfully complete this class will have developed skills that will enable them to:

1. Think critically about the history and development of Western culture from the Renaissance to the 20th century.
2. Understand some of the changes and developments in topics from God and nature, truth and beauty, and to the nature of reality and our place as humans in it.
3. Analyze, interpret, and present about various kinds of cultural productions including philosophical works, poems, and paintings.
4. Write clearly and persuasively through both historical contextualization and close reading and interpretation of documents and other sorts of cultural products.

**Required Texts (FOUND ONLINE)**

Fiero, Gloria K. *The Humanistic Tradition,* 6th (or 5th, or 7th) Edition.

**\*\*\*YOU NEED Books 3, 4, 5, and 6\*\*\***

**Online Learning**

Our class will happen online. There are a few important components to making this online class a success:

1. ***Make sure to attend the synchronous lectures***. Each module has one lecture where we will meet as a class--these will help us build our learning community, as well as allow a more traditional lecture format with the ability to ask questions and get feedback in real time. You will receive an invite to a conference from Canvas via email. You just click the link and will be prompted to log into the conference--make sure to DISABLE your audio--we will communicate via chat (otherwise it gets too crazy!). *ALTERNATE SYSTEMS MAY BE USED IF THERE ARE TECHNOLOGY PROBLEMS--PLEASE MONITOR YOUR EMAIL AT ALL TIMES!*
2. **The schedule of online attendance is as follows (subject to change!)**

**Module 0: Introduction**

***Tu 8/22***

Introduction and Overview

**Module 1: Renaissance**

***Tu 8/29***

Read Ch. 15 *Adversity and Challenge: The Fourteenth-Century Transition*

Read Ch. 16 *Classical Humanism in the Age of the Renaissance*

ONLINE ASSIGNMENT 1.1

***Tu 9/5***

Read Ch. 16 *Classical Humanism in the Age of the Renaissance*

Read Ch. 17 *Renaissance Artists: Disciples of Nature*

ONLINE ASSIGNMENT 1.2

***Tu 9/12***

Read Ch. 17 *Renaissance Artists: Disciples of Nature*

Read Ch. 18 *Cross-Cultural Encounters: Asia, Africa, and the Americas*

ONLINE ASSIGNMENT 1.3

***Tu 9/19***

Read Ch. 18 *Cross-Cultural Encounters: Asia, Africa, and the Americas*

Read Ch. 19 *Protest and Reform: The Waning of the Old Order*

***Tu 9/26***

**Writing Workshop**

**Module 2: Early Modern**

***Tu 10/3***

Read Ch. 20 *The Catholic Reformation and the Baroque Style*

Read Ch.21 *Absolute Power and the Aristocratic Style*

ONLINE ASSIGNMENT 2.1

***Tu 10/10***

Read Ch*.* 22 *The Baroque in the Protestant* *North*

Read Ch. 23 *The Scientific Revolution and the New Learning*

ONLINE ASSIGNMENT 2.1

***Tu 10/17***

Read Ch. 23 *The Scientific Revolution and the New Learning*

Read Ch. 24 *The Enlightenment: The Promise of Reason*

ONLINE ASSIGNMENT 2.2

***Tu 10/24***

Read Ch. 24 *The Enlightenment: The Promise of Reason*

Read Ch. 25 *The Limits of Reason*

ONLINE ASSIGNMENT 2.3

**Module 3: Modern**

***Tu 10/31***

Read Ch. 27 *The Romantic View of Nature*

Read Ch. 29 *The Romantic Style in Art and Music*

ONLINE ASSIGNMENT 3.1

***Tu 11/7***

Read Ch. 30 *Industry, Empire, and the Realist Style*

Read Ch. 31 *The Move Toward Modernism*

***Tu 11/14***

Read Ch. 32 *The Modernist Assault*

Read Ch. 34 *Total War, Totalitarianism, and the Arts*

ONLINE ASSIGNMENT 3.2

***Tu 11/21***

Read Ch. 35 *The Quest for Meaning*

Read Ch. 36 *Identity and Liberation*

***Tu 11/28***

Read Ch. 36 *Identity and Liberation*

Read Ch. 38 *Globalism: The Contemporary World*

ONLINE ASSIGNMENT 3.3

1. ***Make sure to follow along each module***. Each module contains two basic sorts of assignments.
	1. First, there are videos, readings, and audio recordings relating to the theme of each unit. Each student must read, listen, and watch these. If you have any issues accessing this material, please don’t hesitate to get in touch!
	2. Second, there are discussion assignments--these require each student to come up with discussion questions relating to the theme of the module, as well as reply to other student’s questions. I have posted an initial question for each discussion topic to get us started--feel free to reply to this question or to your own!
2. ***Make sure to stay in touch!*** If you are confused, or have ANY questions, please don’t hesitate to get in touch! Please email me at big@usf.edu or contact me via Canvas email. I will reply ASAP! There are also many resources if you need help with technology, disability issues, or any other academic issue. Here are some helpful links:
	1. Disability Services: <http://www.usf.edu/student-affairs/student-disabilities-services/>
	2. CANVAS help:
		1. Quickstart Guide: <https://community.canvaslms.com/docs/DOC-2036>
		2. Student Video Guide: <https://community.canvaslms.com/docs/DOC-3891>
		3. Student Guide: <https://community.canvaslms.com/docs/DOC-4121>
	3. Technical Problems: For technical questions and support, contact the IT Help Desk at (813) 974-1222 or help@usf.edu.
		1. To resolve your issue quicker, please include the following information:
		2. Course ID if the problem occurred within a course.
		3. What you were trying to do when the problem occurred.
		4. The exact wording of any error you received.
	4. Academic Support Services: <http://www.usf.edu/student-success/undergrads/>
	5. The Library has many helpful resources as well: <http://www.lib.usf.edu/>
	6. LinkedIn Learning has a suite of learning tutorials for a variety of software applications and topics.
		1. To access, login to MyUSF and go to the Learning and Teaching Tools menu.
		2. Select Online Training (LinkedIn Learning).

**Academic Integrity**

Academic integrity is the foundation of the University of South Florida’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The process for faculty reporting of academic misconduct, as well as the student’s options for appeal, are outlined in detail in [**USF Regulation 3.027**](https://usf.app.box.com/v/usfregulation3027).

**Academic Grievance Procedure**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

**Disability Access**

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request.

**Disruption to Academic Progress**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process ([**USF Regulation 3.025**](https://usf.app.box.com/v/usfregulation3025)) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

**Food and Housing Insecurity**

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (**feedabull@usf.edu** or [**their website**](https://www.usf.edu/student-affairs/student-health-services/services/feed-a-bull-food-pantry.aspx)), or Student Outreach and Support (**socat@usf.edu** or [**their website**](https://www.usf.edu/student-affairs/student-outreach-support/)).

**Religious Observances**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([**USF Policy 10-045**](https://usf.app.box.com/v/usfpolicy10-045)). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF’s constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

**Sexual Misconduct / Sexual Harassment**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([**USF Policy 0-004**](https://usf.app.box.com/v/usfpolicy0-004)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the [**Office of Student Rights and Responsibilities**](https://www.usf.edu/student-affairs/student-rights-responsibilities/) (OSSR) or the [**Office of Diversity, Inclusion, and Equal Opportunity**](https://www.usf.edu/diversity/) (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or personally to an educator, he or she is required to report it to OSSR or DIEO for investigation. Contact the USF [**Center for Victim Advocacy**](https://www.usf.edu/student-affairs/victim-advocacy/): 813-974-5757.

**Statement of Academic Continuity**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([**USF Policy 6-010**](https://usf.app.box.com/v/usfpolicy6-010)). For additional guidance on emergency protective actions and hazards that affect the University, please visit [**www.usf.edu/em**](https://www.usf.edu/administrative-services/emergency-management/)

**Grades**

100-95% A <94-90% A- <90-87% B+ <87-84% B <84-80% B-

<80-77% C+ <77-74% C <74-70% C- <70-67% D+ <67-64% D

<64-60% D- < 60% F

**First Day Attendance: 5%**

Within the first week, you must reply to the ‘First Day Attendance and Learner Introductions’ discussion by responding with your name, where you are from, what you hope to get out of this course, and your favorite film.

*You must complete this assignment within the first week of class!*

**Class Participation/Attendance: 10%**

Attendance is necessary in this course! Your attendance grade might also include various in class activities.

***GPT Response Papers (3): 1st: 20%, 2nd: 20%, 3rd: 20%***

Use Chat GPT (or another AI system) to ask 5 questions about one of the pieces of art from class, or a similar piece from the same genre. Questions should focus on aspects of the TEXT, CONTEXT, and SUBTEXT. Make sure to save your discussion as a PDF or as Screen Shots or as Cut and Pasted text, as this MUST BE TURNED IN.

For each of the 5 questions, do some research on google or at the library to check the accuracy of Chat GPT’s responses, and provide for each question a brief evaluation: is Chat GPT correct? How good is the answer? What might you change? YOU MUST CITE AT LEAST 2 SOURCES FOR EACH OF YOUR RESPONSES!

The goal is to learn something new and interesting and figure out how text and context work. When you are finished, turn in the transcript of your chat along with your evaluations of each of the AI system’s answers.

Each student must do this for each unit, with the following Deadlines:

1. Renaissance DUE thru Canvas on 10/1/23 before midnight
2. Early Modern DUE thru Canvas on 10/31/23 before midnight
3. Modern DUE thru Canvas on 11/30/23 before midnight

Formatting: 12 pt., Times New Roman, double-spaced. Your evaluations should be written for academic audience, with proper citations and style. Please include either in-text or footnote citations, with a bibliography; please use either MLA or Harvard.

***Final Essay (25%)***

Your final paper is an essay of NO MORE THAN 6 pages, which offers a discussion of the TEXT, CONTEXT, and SUBTEXT of one of the pieces you wrote about in one of your GPT response papers. Each paper should include the following:

1. A description of the historical circumstances of the piece chosen (the context)
2. A discussion of the relevant details of the piece chosen (the text)
3. An analysis of the meaning and purpose of the work (the subtext). Make sure to cite how the context you have discussed and the text you have analyzed support your interpretation of the subtext.
4. Your own personal response to the work. This response should have two parts:
	1. This first part of the response should evaluate the piece. So: If it is a painting: Do you like the painting? Why or why not? What aspects are most relevant to your evaluation?
	2. The second part of the response should compare the work to another. This other work can be from any period or place. The comparison should illuminate your response from by showing how a similar theme, or style can be detected in the text, context, or subtext.

Formatting: 12 pt., Times New Roman, double-spaced. Your essay should be written for academic audience, with proper citations and style, but it NEED NOT BE a standard essay; bullet points, so long as you use complete sentences and proper style, are acceptable. Please include either in-text or footnote citations, with a bibliography; please use either MLA or Harvard.

**DUE: Thru Canvas on 12/4/23 before midnight**