



## ENGL 2160

**Division:** Humanities

**Department:** English

**Course:** ENGL 2160

**Title:** Honors Intellectual Traditions of the West

**Catalog Description:**

This course is an in-depth exploration of the philosophy, literature, art, and culture of Europe and America during the sixteenth, seventeenth, eighteenth, nineteenth, and twentieth centuries. The emphasis of the course is on reading entire seminal works in the history of western culture and scientific thought. It fulfills an HU or FA general education requirement. This class is open to all students and fills a requirement in the honors program.

**General Education Requirements:** Humanities

**Semesters Offered:** Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** English 1010

**Justification:**

Students in this class will learn about the advancements of intellectual and scientific thought in the Renaissance, the Age of Reason, the Romantic, and the Modern Periods. This course is designed for students in letters and sciences who intend to transfer to a four-year institution to complete a BA or BS degree.

This course is a lower-division course in most colleges and universities and is needed at Snow College to fulfill our mission as a transfer institution with an emphasis on excellence in teaching. Although not a majors class, the class prepares students for BA and BS degrees as well as for honors programs in Utah's four-year universities.

**Student Learning Outcomes:**

- Students will learn the contours of intellectual and scientific thought during the centuries covered in this class.
- Students will leave with a basic understanding of the philosophical and aesthetic principles of The Enlightenment and the Romantic and Modern periods as they are found in such forms as art, music, literature and architecture.
- Students will be able to critique the values and principles and communicate their understanding to others in their written and oral assignments.

**Content:**

Precise content may vary based on the texts adopted and the individual preferences of the instructor, but would include entire seminal works of this period. Works of the sort that are likely to be assigned are as follows:

More, *Utopia*

Swift, *Gulliver's Travels*

Voltaire, *Candide*

Thoreau's *Walden*

Marx, *The Communist Manifesto*

Freud, *Civilization and Its Discontents*

London, *The Iron Heel*

Walker, *The Color Purple*

Students will examine such themes as social reform and scientific progress, and they will read the literature in the context of these themes. Students will also explore the implications of themes during class discussions and in the written and oral presentations.

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students read a variety of primary texts as well as view art and architecture of each of the periods and are quizzed on their basic knowledge. Discussion questions are designed to elicit more constructive and critical responses. For instance, students might be asked questions such as "Have human beings advanced in moral terms?"

2) Write clearly, informatively, and persuasively.

Each student will write at least one essay that demonstrates the validity of a thesis. Each essay will be returned with suggestions for improving the student's writing skills. Students will also examine literary theories in their writing. For instance, students might be asked to write a scientific report on an imaginary land-mass or island they discovered.

5) Apply a cultural and historical awareness to a variety of phenomena.

Quizzes, essays, examinations, and class discussions will ask students to consider the reading in a variety of cultural contexts. At the conclusion of the course students will be able to tie scientific discoveries to themes in literature and art. For instance, students might be asked listen to a song about the railroad and then to demonstrate how the invention of the railroad resulted in the creation of time zones. Students will be able to articulate philosophical and aesthetic concepts as they are expressed in works of modern art.

9) Respond with informed sensitivity to an artistic work or experience.

Each student will discuss and/or critique a variety of artistic works, including literature, philosophy and art. For instance, students will become acquainted with aesthetic language such as "imitation of nature," "realism," etc., and apply them to a variety of artistic works.

### **Key Performance Indicators:**

- 10-12 quizzes (approximately 20%)
- 2-3 examinations (approximately 30%)
- 2 papers (approximately 30%)
- 1 oral presentation (20%)
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### **Representative Text and/or Supplies:**

See "Content."

**Optimum Class Size: 15**  
**Maximum Class Size: 20**

**Signatures:**

I hereby submit this course syllabus:

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Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

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Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)