# UVU UTAH VALLEY UNIVERSITY

# HUM 3500: Approaches to Humanities

*For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/*

**Semester:** Spring
**Course Prefix:** HUM
**Course Title:** Approaches to Humanities

**Year:** 2025
**Course and Section #:** 3500-001
**Credits:** 3

## Course Description

Surveys recent critical and aesthetic theory for each art form and teaches students how to apply theoretical approaches to the interpretation of individual texts, films, artworks, buildings, performances, etc. Includes readings of seminal works by philosophers, academic or professional critics, and practicing artists. Studies examples where the apparent divide between theory and practice is collapsed, where, for instance, an artistic product in itself may have provided a new approach for future artistic productivity and interpretation, or where a theoretical contribution has been made in such a way as immediately to demonstrate a certain creative practice.

## Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☒ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

## Instructor Information

**Instructor Name:** Kristina Gibby, PhD

## Student Learning Outcomes

1. Articulate the debates surrounding critical theory; 2. Apply approaches or theories as interpretive tools; 3. Apply critical skills in dealing with assertions about the arts; 4. Articulate critical understanding of the relationship between artistic theory and practice. 5. Compose a variety of discipline-appropriate texts for multiple situations and audiences.

## Course Materials and Texts

1. Rivkin, Julie and Michael Ryan. *Literary Theory: An Anthology*. 3rd ed. Malden, MA: Blackwell, 1998.
2. Shakespeare, William. *Hamlet* (any edition will work)
3. Shelley, Mary. *Frankenstein* (any edition will work)

# *Course Requirements*

**Course Assignments, Assessments, and Grading Policy**

## *Attendance & Participation Rubric*

| Criteria | Pts |
|---|---|
| **Physically Present** You get points for being in a seat | 6 pts |
| **No Disruptive Behavior** You will earn 3 points for *not* texting, conversing with your neighbor during lecture, playing video games, arriving late (5 min. grace period). | 3 pts |
| **Participation** Students who participate at least once during a class session will fulfill this criterion | 1 pt |
| | **Total Points: 10** |

\*\*You are allowed **two** un-excused absences. If you miss a class, please get notes from a classmate.\*\*

## *Late Assignments*

Late work will be *deducted a third of a letter grade* for each day it is late (not class period). For example, after one day an A will drop to an A-, after two days the grade will drop to a B+, etc. However, I can be flexible in granting extensions if you approach me *before* the due date and provide a legitimate reason for a late submission.

## III. Grading & Assignments

### *Weighted Categories*

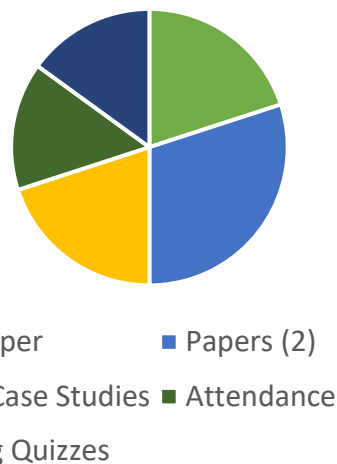Your final grade will be determined based on the following criteria:

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|---|---|
| Attendance and Participation | 15% |
| Reading Quizzes | 15% |
| Group Case Studies | 20% |
| Papers (2) | 30% |
| Final Paper | 20% |



- Final Paper
- Papers (2)
- Group Case Studies
- Attendance
- Reading Quizzes

### *Grading Scale*

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| A  100-94 | B+ 89-87 | B- 83-80 | C  76-74 | D+ 69-67 | D- 63-60 |
| A- 93-90 | B  86-84 | C+ 79-77 | C- 73-70 | D  66-64 | E  59-0 |

## *Assignment Descriptions*

### Reading Quizzes
Plan on a reading quiz at the beginning of each class period when a reading is assigned. If you are absent the day of a quiz, you will receive a zero; however, the three lowest quiz scores will be dropped.

### Group Case Studies (see schedule for dates and topics)
Throughout the semester, students will participate in informal group discussions during class. These "Group Case Studies" will be graded but are "low-stakes" assignments, designed to foster student engagement, comprehension of course material, and community. If you are absent on one of these days, you may submit a written response (due on the Friday of the week you were absent) to earn back those points.

### Papers (2)
Each student will submit two papers, three to four double-spaced pages, in which they will apply one of the theories to a work of art. These papers will be driven by a clear and concise thesis statement. Please follow the MLA guidelines for writing academic papers. Further instructions posted on Canvas.
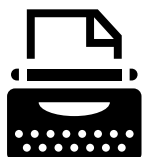
### Final Paper
Students will submit a six-to-eight-page research paper that expands upon the skills developed in the analysis papers. Please follow the MLA guidelines for writing academic papers. Further instructions posted on Canvas.

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**Required or Recommended Reading Assignments**
See General Description below

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**General Description of the Subject Matter of Each Lecture or Discussion**

## VI. Class Schedule

| Topic (Complete readings *before* class) [* = these materials are posted on Canvas; PDF page numbers may be different than the 3rd edition page numbers listed in the schedule] | Assignments Due |
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| Week 1 T Jan 7 | Course Introduction What is Formal Analysis? | |
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| R Jan 9 | **_Formalism_**<br>• Rivkin and Ryan, "Formalisms," pp. 3-7*<br>• Cleanth Brooks, "The Formalist Critics," pp. 15-20*<br>• Mikhail Bakhtin, "Discourse in the Novel," pp. 205-216* | |
| F Jan 10 | | **Syllabus Quiz** |

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| **Week 2**<br>T Jan 14 | Mary Shelley, _Frankenstein_, opening letters & Chapters 1-8<br><br>Group Case Study: Formalism and _Frankenstein_ | |
| R Jan 16 | Mary Shelley, _Frankenstein_, Chapters 9-16<br><br>Group Case Study: Formalism and Frankenstein | |

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| **Week 3**<br>T Jan 21 | Mary Shelley, _Frankenstein_, Chapters 17-24<br><br>Group Case Study: Formalism and _Frankenstein_ | |
| R Jan 23 | **_Structuralism_**<br>• Ferdinand de Saussure, _Course in General Linguistics_, pp. 137-177<br>• Claude Lévi-Strauss, "The Structural Study of Myth," pp. 178-195 | |

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| **Week 4**<br>T Jan 28 | William Shakespeare, _Hamlet_, Acts I, II, and III<br><br>Group Case Study: Structuralism and _Hamlet_ | |
| R Jan 30 | William Shakespeare, _Hamlet_, Acts IV and V<br><br>Group Case Study: Structuralism and _Hamlet_ | |

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| **Week 5**<br>T Feb 4 | **_Psychoanalysis_**<br>• Rivkin and Ryan, "Strangers to Ourselves: Psychoanalysis," pp. 567-574<br>• Sigmund Freud, "The Uncanny," pp. 592-614<br>• Sigmund Freud, "On Dreams"* | |
| R Feb 6 | • Jacques Lacan, "The Mirror Stage," pp. 618-623 | |

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| | • René Girard, "Triangular Desire"* | |

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| **Week 6**<br>T Feb 11 | Group Case Study: Psychoanalysis | |
| R Feb 13 | ***Marxism***<br>• Rivkin and Ryan, "Starting with Zero," pp. 711-716<br>• Karl Marx, "The Philosophic and Economic Manuscripts of 1844," pp. 717-729<br>• Karl Marx, "The German Ideology," pp. 730-735 | |
| F Feb 14 | | **Paper 1: Formalism, Structuralism, or Psychoanalysis** |

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| **Week 7**<br>T Feb 18 | • Walter Benjamin, "Theses on the Philosophy of History," pp. 736-744<br>• Louis Althusser, "Ideology and Ideological State Apparatuses," 768-777 | |
| R Feb 20 | Group Case Study: Marxism | |

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| **Week 8**<br>T Feb 25 | ***Post-Structuralism, Deconstruction, and Postmodernism***<br>• Rivkin and Ryan, "Introductory Deconstruction"*<br>• Jacques Derrida, "*Différence*," pp. 474-495 | |
| R Feb 27 | Michel Foucault, *The Order of Things* and *Discipline and Punish*, pp. 377-384, 464-487* | |

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| **Week 9**<br>T Mar 4 | Group Case Study: Post-Structuralism, Deconstruction, or Postmodernism | |
| R Mar 6 | ***Feminism, Gender Studies, Queer Theory***<br>• Rivkin and Ryan, "Feminist Paradigms," pp. 893-900<br>• Gayle Rubin, "The Traffic in Women," pp. 901-924 | |

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| **Week 10**<br>**Spring Break Mar 10-14** | |

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| **Week 11**<br>T Mar 18 | Helene Cixous, "Laugh of the Medusa," pp. 940-954 | |

| R Mar 20 | • Eve Kosofsky Sedgwick, "Epistemology of the Closet," pp. 1014-1023<br>• Judith Butler, "Imitation and Gender Subordination," pp. 955-962 | |
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| | | **Paper 2: Marxism, Post-Structuralism, Deconstruction, Feminism, Gender Studies, or Queer Theory** |

| **Week 12**<br>T Mar 25 | Group Case Study: Feminism, Gender Studies, Queer Theory | |
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| R Mar 27 | ***Post-colonialism and Race Theory***<br>• Rivkin and Ryan, "Introduction: English Without Shadows," pp. 1099-1006<br>• Edward Said, *Orientalism*, pp. 1107-1109, 1114-1115, 1119-1120, 1125-1136 | |

| **Week 13**<br>T Apr 1 | Frantz Fanon, *Black Skin, White Masks*, "The Negro and Language"* | |
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| R Apr 3 | • Toni Morrison, "Playing in the Dark," pp. 1163-1173<br>• Jamaica Kincaid, *A Small Place*, pp. 1174-1179 | |

| **Week 14**<br>T Apr 8 | Group Case Study: Post-colonialism and Race Theory | |
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| R Apr 10 | Library Instruction, meet in FL 207 (Fulton Library) | |
| F Apr 11 | | **Final Paper Proposal: Abstract & Outline**<br>**\*\*If anyone is interested in Ecocriticism we can discuss a different due date** |

| **Week 15**<br>T Apr 15 | ***Ecocriticism***<br>• Rivkin and Ryan, "Matters Pertinent to a Theory of Human Existence," pp. 1419-1422<br>• Pippa Marland, "Ecocriticism," pp. 1507-1528 | |
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| R Apr 17 | Jennifer Ann McDonell, "Literary Studies, the Animal Turn, and the Academy," pp. 1471-1485 | |

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| **Week 16**<br>T Apr 22 | Group Case Study: Ecocriticism | |

**Apr 24-28 | Final Paper Due** (May 5 | Final grades due from instructors)

## *Required Course Syllabus Statements*

**Generative AI**

The Department of Philosophy and Humanities recognizes that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development. Research has not yet determined what bearing the use of AI tools in the classroom will have upon the successful acquisition of these skills.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard) may not be used for course assignments in our department except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation.
Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

Some of our language has been adapted from the [University of Minnesota](University of Minnesota).

**Using Remote Testing Software**

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

## *Required University Syllabus Statements*

**Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

## Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

## Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

## Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.