



Humanities Honors
Hon 3020: Foundations in Humanities III: 19th/20th Centuries
4 Units

Fall 2025

Meeting days: MWF	Instructors: Ben Cater, PhD; Keith Pedersen, PhD
Meeting times: 10:55-12:05	Phone: Cater—2932; Pedersen—2022
Meeting location: Evans 121	E-mail: bcater@pointloma.edu keithpedersen@pointloma.edu
Final Exam: Wednesday Dec. 17 th 10:30am-1pm	Office location and hours: Cater Colt 208, MWF 2-4pm and Th 2-4pm; Pedersen Cooper 217, MW 9:00-10:00, TTh 2:30-3:30, and F 11:00-Noon (by appointment is best)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Humanities Honors

The Humanities Honors Program exists to promote greater understanding of diverse human traditions of self-awareness and creativity. Examining these traditions in light of the Christian faith and liberal methods of learning, students excel in their abilities to interpret and discuss written, visual, and sonic texts within theological and interdisciplinary frameworks. Students

take their education beyond the classroom in extracurricular activities, as well as in works of service and mercy as informed by the Wesleyan tradition.

Humanities Honors Program Learning Outcomes

- Analyze and discuss diverse human traditions of creativity and self-reflection while examining them in light of Christian faith.
- Interpret written and visual media in light of their contexts, complexity, and aesthetics.
- Articulate life questions within multidisciplinary and theological frameworks.
- Demonstrate an ability to design and participate in discourses in an informed and hospitable manner.
- Participate in acts of devotion and works of mercy through service opportunities, as informed by the Wesleyan tradition.

Course Learning Outcomes

At the Conclusion of the Course Students will be able to:

- Closely read and critically analyze texts in their original languages and/or in translation.
- Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - Standard literary terminology
 - Modes/genres of literature
 - Elements of literary genres
 - Literary periods (dates, writers, characteristics, and important developments)
 - Contemporary critical approaches
 - Extra-literary research
- Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
- Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.

Course Description

In this course, students will assess the key intellectual, artistic, social, religious, and political developments in the Western world during the 19th and 20th Centuries from a Christian perspective. They will explore changing ideas about God, humanity, and truth during this period, as well as the effects of these developments on relations between Western and non-Western societies.

Required Texts

Martin Buber, *I and Thou*

Albert Camus, *The Plague*

Kate Chopin, *The Awakening*

Joseph Conrad, *Heart of Darkness*

Fyoder Dostoyevsky, *Notes From the Underground*

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*

Karl Marx and Friedrich Engels, *The Communist Manifesto*

Leslie Marmon Silko, *Ceremony*

James K.A. Smith, *Desiring the Kingdom*

Other Reading and Listening Assignments will be posted in Canvas

Course Requirements

Note-taking: No computers or phones are allowed in class. Tablets with digital pencils are OK. Taking notes by hand is superior to computers for thinking, learning, and remembering. If you have an accommodation that allows you to have a laptop, let me know and we will work out arrangements. Here are two articles on the utility of hand-writing notes:

<https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/>

<https://www.npr.org/sections/health-shots/2024/05/11/1250529661/handwriting-cursive-typing-schools-learning-brain>

Reading: The dates on the syllabus indicate what we will be discussing in class. Please have the assignment read prior to the discussion and bring your book or article to class. We will use them for class discussions.

Reading Reflections: Five times during the semester, I would like you to write a 1.5 to 2 page Blue Book reflection on one of the readings or listening assignments. Blue Books will be provided. The reflection can involve a personal response, can connect the book to course themes, or can connect the book to work you have done in other courses. It may also be a combination of any of these elements. You may reference your book/s and hand-written notes while you write. Specific due dates for the reflections are indicated on the course schedule.

Oral Presentation: Each of you will prepare and deliver a 7-10 minute oral presentation recorded and posted to Canvas over an historical event or cultural development of your own choosing. I will distribute a list of pre-approved topics, but you may also select a topic of your own and submit it for approval.

Midterm and Final Exam: Both the midterm and final exam will be a combination of essay, short answer questions, and a listening exam. Both exams will be hand-written in Blue Books.

Participation: At the end of the semester, you will be assigned points based on your overall participation in the course.

Music.: 100 points will be assigned to small assignments, quizzes, a concert report, and the music portions of the mid-term and final exams.

Assessment and Grading

Grades will be based on the following:

The points will be earned in the following manner:		Grading Scale:	
5 Reading Reflections	25%	A=93-100	C=73-76
Oral Presentation	10%	A-=92-90	C-=70-72
Midterm	20%	B+=87-89	D+=67-69
Final	20%	B=83-86	D=63-66
Participation	10%	B-=80-82	D-=60-62
Musical Content.	15%	C+=77-79	F=0-59
-Concert Report	(5%)		
-Exam	(5%)		
-Coursework	(5%)		

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the

privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

Here is a helpful article on the negative impact of AI on our ability to think critically:

<https://www.ie.edu/center-for-health-and-well-being/blog/ais-cognitive-implications-the-decline-of-our-thinking-skills/#:~:text=Research%20findings%20on%20AI%20and%20critical%20thinking&text=The%20research%20found%20a%20negative,may%20struggle%20with%20independent%20reasoning.>

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](https://www.pointloma.edu/centers-institutes/loma-writing-center) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Reading Schedule

Wed. 9/3	Introduction to the Course
Fri. 9/5	Emerson, “Self-Reliance” (hand-out in class)
Mon. 9/8	Smith, Intro and Chapter 1
Wed. 9/10	Music with Dr. Pedersen The Age of Emotionalism
Fri. 9/12	Douglass, Preface-Chapter VII
Mon. 9/15	Douglass, Chapter VIII-Appendix
Wed. 9/17	Marx and Engels, Parts 1 and 2
Fri. 9/19	Marx and Engels, Parts 3 and 4; Reading Reflection #1 In-Class

Mon. 9/22	Contemporary Forms of Capitalism
Wed. 9/24	Music with Dr. Pedersen The Age of Tragedy (A)
Fri. 9/26	Dostoyevsky <i>Notes from Underground</i> , “The Underground”
Mon. 9/29	Dostoyevsky <i>Notes from Underground</i> , “Apropos of the Wet Snow”
Wed. 10/1	Post-Colonial Theory
Fri. 10/3	Conrad, <i>Heart of Darkness</i> , Part I; Reading Reflection #2 In-Class
Mon. 10/6	Conrad, <i>Heart of Darkness</i> , Parts II and III
Wed. 10/8	Music with Dr. Pedersen The Age of Tragedy (B)
Fri. 10/10	Chopin, <i>The Awakening</i> , Chapters I-XVII
Mon. 10/13	Chopin, <i>The Awakening</i> , Chapters XIX-XXXIX
Wed. 10/15	Midterm Preparation
Fri. 10/17	Midterm Exam
Mon. 10/20	Buber, First and Second Part
Wed. 10/22	Buber, Third Part
Fri. 10/24	Fall Break
Mon. 10/27	Camus, Part One; Reading Reflection #3 In-Class
Wed. 10/29	Music with Dr. Pedersen The Age of Rebellion (A)
Fri. 10/31	Camus, Parts Two and Three
Mon. 11/3	Camus, Parts Four and Five Preliminary List of Works Consulted Due for Oral Presentation
Wed. 11/5	Silko, First Third of the Novel
Fri. 11/7	Silko, Middle Third of the Novel; Reading Reflection #4 In-Class
Mon. 11/10	Silko, Final Third of the Novel
Wed. 11/12	Music with Dr. Pedersen The Age of Rebellion (B)
Fri. 11/14	Introduction to Postmodernism—Part 1
Mon. 11/17	Introduction to Postmodernism—Part 2 Oral Presentations Due
Wed. 11/19	Music with Dr. Pedersen The Age of Popularity (A)
Thurs 11/20	<u>Optional Concert</u> : Yulianna Avdeeva at the La Jolla Music Society at 7:30pm
Fri. 11/21	Presentation Conversations
Mon. 11/24	Presentation Conversations
Wed. 11/26	No Class Sessions in Honor of Thanksgiving
Mon. 12/1	Smith, Chapters 2 and 3
Wed. 12/3	Music with Dr. Pedersen The Age of Popularity (B)
Fri. 12/5	Smith, Chapter 4

Mon. 12/8	Smith, Chapter 5
Wed. 12/10	Music with Dr. Pedersen Concluding Music Conversation; Reading Reflection #5 In-Class
Fri. 12/12	Smith, Chapter 6; Conclusion of the Course
Wed. 12/17	10:30-1:00 Final Exam