

Division of Liberal Arts, Humanities & Education

Dr. Christopher Carney



[Humanities Department](https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/humanitiesinterdisciplinary-studies/)

*“As the unity of the modern world becomes increasingly a technological rather than a social affair, the techniques of the arts provide the most valuable means of insight into the real direction of our own collective purposes.”* **-- Marshall** [**McLuhan**](http://www.brainyquote.com/quotes/authors/m/marshall_mcluhan.html)

# HUMA 1301 DE: Introduction to Humanities / CRN#16429

SPRING 2020 | Course length: 1/20 - 5/17

**Online Course Structure**

3 Credit Hours | 48 hours per semester

## Instructor Contact Information

**Professor:** Christopher Carney, Ed.D  **Phone:** N/A - Please use email or Canvas

**Office:** Learning Hub, 3rd Floor **Office** **Hours:** TU: 8:20 - 9:20 AM; TH: 1:55 - 2:55 PM *by appointment, set via email*

**Email:** christopher.carney@hccs.edu **Office Location:** Stafford Campus, Southwest College

Please feel free to contact me concerning any problems that you are experiencing in this course, as your performance in my class is very important to me. I am available to hear your concerns and to discuss course topics. However, as a college student (whom I consider a professional and a stark contrast to a high school student), I expect such expressions of concern to be professional, thoughtful, and mature. Thus, email messages should be written as college students are expected to write them regarding word choices, tone, grammar/clarity, and salutation (i.e. the word "hey" is a poor word choice for a salutation!).

### Instructor’s Preferred Method of Contact

Please contact me with questions or concerns via **email** at [christopher.carney@hccs.edu](mailto:firstname.lastname@hccs.edu) **or via Canvas messages**. I will respond to emails/messages within 24 hours Monday through Friday; I will reply to weekend messages on Mondays.

## What’s Unique and Interesting About This Course?

First, this class is hosted entirely in Canvas, as my Canvas page is where you will find all official assignments and announcements. Second, this Distance Education (DE) Course occurs entirely online. *Therefore, you are expected to thoroughly fulfill your responsibility of understanding and applying what this means, how it applies to you, and what specific/unique responsibilities are associated with this form of instruction.* Third, be sure to check CANVAS for announcements every day. While I may not make an announcement every day, it is good practice for you visit CANVAS every day and check your HCC email frequently. In addition to announcements, you’ll also need to go to Canvas for assignments, quizzes, and chat discussions.

II. Course Definition and Description:

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| --- |
| A. HCC Course Definition and Description |
| **An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society.** (Texas ACGM – Approval Number: 24.0103.51 12). "**This course investigates connections between individual human lives and a broad range of culture, aesthetics, and philosophy" -** HCCS Catalog |

B. My Expanded Definition and Description: **The course investigates the relationships and interconnections between individual human lives and works of imagination and thought. Students focus on the connections between their own lives/societies and those expressed by others in different times and places**. **We will be looking three major time eras of human history, often referred to as *pre-modern, modern, and postmodern* eras.** Beyond focusing our attention on exact dates that began or ended an era, since such sharp distinctions are subject to debate, our primary interest will be on the unanimously agreed-upon ***characteristics*** that mark the three eras within the context of *Humanities Through the Arts*—the title of our course text.

As students examine tangible manifestations of human imagination and thought, they will hopefully see how such works only become evident because of the intangible values and philosophies that shape them—of which we will likewise study and discuss. We will examine and celebrate a wide variety of innovations, by innovative people, who perceived worlds beyond their own to advance humanity. Through inquiry into selected literature, philosophy, and works of visual/performing arts, students will engage in critical thinking, form aesthetic judgments, and develop an appreciation of the arts and humanities—thus making them more informed and valuable citizens.

## Prerequisites and/or Co-Requisites

Must be placed into college-level reading and college-level writing.

## Canvas Learning Management System

This section of HUMA 1301 will use [**Eagle Online Canvas**](https://eagleonline.hccs.edu/login/ldap) and the **HCC Learning Web**. Lab locations may be used to access both of these resources. These labs are also where students can receive assistance regarding anything that pertains to using Canvas. It is recommended that you use either [FIREFOX](https://www.mozilla.org/en-US/firefox/new/) or [CHROME](https://www.google.com/chrome/browser/desktop/index.html) browsers.

### HCC Online Information and Policies

<http://www.hccs.edu/online/>

### Scoring Rubrics, Sample Assignments, etc.

Refer to your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <<Insert the link for your course (either Canvas or Learning Web)>>

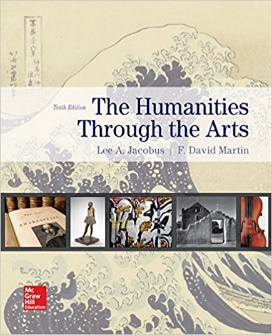
# Instructional Materials

## Course Book Information

I. Required Materials and Museum Visits

REQUIRED TEXT (**you** **must have this book by week two--no exceptions**):

***The Humanities Through the Arts***/ 10th Edition / Lee Jacobus and David Martin

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**( ISBN:** 978-1260154184 )

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

### Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at [http://library.hccs.edu](http://library.hccs.edu/).

### Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

# Course Overview

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

## Core Curriculum Objectives (CCOs)

HUMA 1301 satisfies the Creative Arts or Component Area Option of the HCC core. THECB established the following objectives:

* ***Critical Thinking***: Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking.
* ***Communication Skills***: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication.
* ***Team Work***: Students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
* ***Social Responsibility***: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities.

## Program Student Learning Outcomes (PSLOs)

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/humanitiesinterdisciplinary-studies/>

## Course Student Learning Outcomes (CSLOs)

Can be found at: <https://learning.hccs.edu/programs/humanities/course-student-learning-outcomes-and-learning-objectives/huma-1301>

# Student Success

As with any three-hour course, expect to spend ***at least*** ***six hours per week*** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

## Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

* Provide the grading scale and detailed grading formula explaining how student grades are to be derived
* Facilitate an effective learning environment through learner-centered instructional techniques
* Provide a description of any special projects or assignments
* Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
* Provide the course outline and class calendar that will include a description of any special projects or assignments
* Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**

* Attend class in person and/or online
* Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
* Read and comprehend the textbook
* Complete the required assignments and exams
* Ask for help when there is a question or problem
* Keep copies of all paperwork, including this syllabus, handouts, and all assignments
* Attain a raw score of at least 50% on the departmental final exam
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Assignments, Exams, and Activities

*“That's what education should be," I said, "the art of orientation. Educators should devise the simplest and most effective methods of turning minds around. It shouldn't be the art of implanting sight in the organ, but should proceed on the understanding that the organ already has the capacity, but is improperly aligned and isn't facing the right way.”*

**―** [**Plato**](http://www.goodreads.com/author/show/879.Plato)**,** [***The Republic***](http://www.goodreads.com/work/quotes/1625515)

## Written Assignments

**∙ Connecting Humanities Essay(s):** First, as the title of this assignment denotes, you can expect this essay assignment to synthesize and incorporate (“connect”) individuals, mediums, works of art, philosophies, historical events, geographical places, and social/artistic/intellectual/technological movements discussed in the book. It will require you to develop your own unique focus as you explain and defend your conclusions through strong (provable) insights, inferences, and perspectives. You will be expected to treat this assignment as a formal essay, which means that it needs to be edited for clarity and formatted according to either **MLA or APA** guidelines (whichever you are most comfortable using correctly). **200 Points (Two @ 100 Points Each** *OR* **One @ 200 Points)**

**∙ Exploring Humanities Journal (8)**: You will be asked to write **8** journal entries, each approximately **1,000 words** in length and VERY **informal** in terms of correctness of form (grammar/spelling). **All the journal entries you write will be direct responses to various selections from media and reading material I will post with each prompt in CANVAS.** Maybe you’ll discover that some ofthese videos/discussions will involve subject matter that you may or may not entirely understand. Well, let me just remind you that the point of learning new things is just that: *learning new things and enjoying the ride!* The ultimate goal behind viewing media selections, completing the required reading associated with them, and responding to journal prompts themselves in these informal assignments is not to prove a complete mastery of their contents in order to pass some sort of standardized test. ***Rather,*** the very point of viewing and engaging in this content is for you to first appreciate what you see and hear discussed; then engage, in your own words, through thoughtful, insightful, and interconnected responses. For more information on these assignments, refer to the detailed guidelines sheet for the “EH” assignments I will post in Canvas. ***I do NOT want to see a mere retelling or reporting of what you see or read, as every journal response should be loaded with your interpretations, insights, CONNECTIONS, and OPINIONS.* 400 points (8 entries @ 50 points each)**

## Exams

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**While I do not require going to a physical HCC campus for the midterm and final exam,** this particular course requires access to **downtown Houston\*** to visit specific museums for these exams. Your HCC student ID gives you (not everyone in your party) free admission to these museums, so don't forget it when you go. However, you will naturally be required to provide your own transportation to these venues, and timing of your visit ***prior*** to the midterm and final exam are your responsibility (be sure to call museums first and/or visit their website before making plans; ask any and all questions necessary).

**∙ Critical Responses to Museums (Midterm and Final Exams).** You will be required to visit TWO museums for our class this semester. Following these visits, on designated exam dates, you will be asked to write critical responses to very unique/specific prompts I’ll ask you to answer. **NOTE: a valid receipt of your visit AND a “selfie” photo at a designated location inside the museums are required in order to take both exams (for DE students, these will need to pasted right into the text box on Canvas).** If these proofs are not included, your exam will not be accepted. **200 points** **(Two @ 100 points each).**

***\**** *I assume students are in the greater Houston area. However, as is common to DE courses, you may reside somewhere away from Houston. If so, email me and tell me where you are. We can then find alternatives to museum visits based on your location.*

## Online Class Activities

Students in HUMA 1301-DE can expect to participate in online discussion threads (in Canvas) and take quizzes based upon readings and multimedia. These activities will constitute **200 points overall**, while the distribution of points in these areas varies.

## Incomplete Policy

As a rule, I do not designate work as complete or incomplete. I naturally assume students submit complete work upon due dates (assuming it is complete in their eyes). For example, if an assignment is only half of the expected length and/or contains only half of the expected elements, I will not call it an "incomplete" assignment; rather, such an assignment will likely receive an F.

### 

## Grade Formula

Formal Essay(s): **200** PTS

Exploring Humanity (EH) Assignments (8): **400** PTS

MIDTERM: **100** PTS

FINAL: **100** PTS

QUIZZES (2 or 3): **150** PTS

PARTICIPATION: **50** PTS

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**1,000 PTS**

NOTE: I use a standard 1,000-point system for grades and NOT a percentage system. For reasons beyond my knowledge or expertise, the Canvas default mode is a percentage system (??). Anyhow, it is important to keep track of the POINTS you earn on assignments, since those points will determine your final grade in the class. I say this because, on a few occasions, students have thought there was an error in computing their final grade when they expected a different letter grade based upon a percentage score they found in Canvas.

Detailed generic grading rubrics (grade formula) for the informal "Exploring Humanities" (EH) assignments are posted in Canvas; The grade formula for the formal "Connecting Humanities" (CH) assignment(s) is attached to the prompt(s); the grade formula for the midterm and final exams, following museum visits, is based in part on adhering to specific guidelines associated with these assignments, and the rubric for the written essays is provided in the "exam prep" document (posted approximately two weeks before the exam dates). The grade formula for quizzes is self-explanatory (correct vs. incorrect answers), and the grade formula for discussion threads is largely based upon participation and/or students' degrees of engagement.

### HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

# Course Calendar

**IMPORTANT DATES: Jan. 20 - MLK Day; Feb. 17 - Presidents Day; March 16 - 22 - Spring Break; April 10-12 - Spring Holiday; May 25 - Memorial Day**

| **Week** | **Dates** | **Topic / Assignments Due** |  |
| --- | --- | --- | --- |
| 1 | Starting Tues. 1/21 | READ **Syllabus** thoroughly. READ my **CANVAS home page** thoroughly. **OBTAIN REQUIRED BOOK THIS WEEK! RESPOND to the "DAY 1 INTRODUCTIONS" ANNOUNCENT in CANVAS (one continuous thread--not separate responses) by midnight on 1/21!** |  |
| 2 | Starting Mon. 1/27 | ***This week, read the following pages: Preface, Chapter 1 (The Humanities: An Introduction), and Chapter 2 (What is a Work of Art?)*** |  |
| 3 | Starting Mon. 2/3 | ***This week, read the following pages: Chapter 3 (Being a Critic of the Arts), and Chapter 4 (Painting)***  ***Friday 2/7 by 11:59 PM: Exploring Humanity Responses (EH) #1 & #2 DUE in Canvas! (two separate assignments; DO NOT combine them!)*** |  |
| 4 | Starting Mon. 2/10 | The "pre-midterm" announcement is posted today. ***This week, read the following pages :***  ***Chapter 5 (Sculpture), and Chapter 6 (Architecture)*** . NOTE: **QUIZ 1 on SATURDAY 2/15 in Canvas (open from 9:00 AM to Noon) and covers all reading assigned on weeks 2, 3, and 4 (should not take you more than 20 minutes or so to complete).** |  |
| 5 | Starting Mon. 2/17 | ***This week, read the following pages: Chapter 7 (Literature) and Chapter 8 (Theatre).***  ***Midterm Preview Sheet Posted by Tuesday 2/18***  Note: This would be a good week to visit the Museum of Fine Arts, since visiting the museum and verifying the visit is required for the midterm exam. |  |
| 6 | Starting Mon. 2/24 | ***This week, read the following pages: Chapter 9 (Music) and Chapter 10 (Dance).*** Note: This would be a good week to visit the Museum of Fine Arts, since visiting the museum and verifying the visit is required for the midterm exam. |  |
| 7 | Starting Mon. 3/2 | ***This week, read the following pages: Chapter 11 (Photography) and Chapter 12 (Cinema)***  ***Tuesday 3/3 by 11:59 PM: Exploring Humanity Responses (EH) #3 & #4 DUE in Canvas! (two separate assignments; DO NOT combine them!)*** |  |
| 8 | Starting Mon. 3/9 | **MIDTERM EXAM (Hosted in Canvas): on WEDNESDAY NIGHT, 3/11, between the hours of 6:00 and 9:00 PM** (Be sure you have visited the **Museum of Fine Arts, Houston** well before this date, and be sure to read the detailed midterm preview sheet thoroughly) |  |
| 9 | Starting Mon. 3/16 | ***Spring Break Week*** |  |
| 10 | Starting Mon. 3/23  BIG WEEK! | ***This week, read the following pages: Chapter 13 (Television and Video Art), and Chapter 14 (Is It Art or Something Like It?)***  ***Monday 3/23 by 11:59 P.M. – Arts Film Comparison and Contrast Formal paper #1 due.***  **NOTE: QUIZ 2 on SATURDAY 3/28 in Canvas (open from 9:00 AM to NOON) and covers all reading assigned on weeks 5,6,7, and 10 (should not take you more than 20 to 30 minutes).** |  |
| 11 | Starting Mon. 3/30 |  |  |
| 12 | Starting Mon. 4/6 | ***Tuesday 4/7 by 11:59 PM: Exploring Humanity Responses (EH) #5 & #6 DUE in Canvas! (two separate assignments; DO NOT combine them)*** |  |
| 13 | Starting Mon. 4/13 | *Saturday 4/18 by 11:59 PM: Formal essay# 2 due: "Stephen Hicks' Three Time Eras and the Arts" Analysis paper due.* |  |
| 14 | Starting Mon. 4/20 | "pre-final exam" announcement posted on 4/20  This would be a good week to visit the Holocaust Museum, which is required for the final exam. |  |
| 15 | Starting Mon. 4/27 | ***Tuesday 4/28 by 11:59 PM: Exploring Humanity Responses (EH) #7 & #8 DUE in Canvas! (two separate assignments; DO NOT combine them!)*** |  |
| 16 | Starting Mon. 5/4 | **FINAL EXAM (Hosted in Canvas): on THURSDAY NIGHT 5/7, between the hours of 6:00 and 9:00 PM** (Be sure you have visited the **Holocaust Museum** well before this date, and be sure to read the detailed "pre-final exam" announcement thoroughly, of which will be posted on Monday 4/2O). |  |

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

# Instructor’s Practices and Procedures

## Missed Assignments

Late assignments will NOT be accepted, so please don't ask or submit late assignments with the presumption that I will accept such assignments. Meeting deadlines is very important to your academic career in the present and your vocational/professional career in the future! However, in the rare event that you should encounter a legitimate emergency (of which I sincerely hope you do not), such emergencies typically fall into the easily verifiable categories of the medical or legal realms (verifiable in writing); therefore, if you have such an emergency in the next 16 weeks, then email me directly and we can discuss alternatives.

## Academic Integrity

**Plagiarism/Cheating:** *Plagiarized work (*stolen work), whether intentional or unintentional, will receive zero points. To plagiarize is to submit the words/ideas of another as one’s own without giving them due credit they deserve. It is a form of theft, in addition to being academically dishonest and unethical. Like all other forms of cheating, plagiarism carries serious penalties that are not only enforced by me, but also by HCC.

***HCC Official Policy states:***

*“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”*

Thusly, if you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and their words at all times. Students who plagiarize, collude, or cheat may face disciplinary actions that include a zero for the assignment, an F for the course, and/or further administrative action.

NOTE: *Even without plagiarizing, an essay can still receive a low or a failing grade for having a disproportionate amount of content from source material, since doing so provides so little of your writing for me to evaluate that I have no other choice than to fail the assignment for quantitative reasons alone! In case you are unaware of this feature of Turnitin.com, the site provides me with a specific percentage of words from outside sources on every essay. So, an essa requiring source material should have a source-usage percentage of approximately 20 percent-- which is what I consider a “healthy” percentage.*By contrast, “unhealthy” numbers like 10 and 15 percent are too weak (under-usage of sources) and numbers like 50, 60, and 70+ percent are also unhealthy (over-usage of sources).

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

## Attendance Procedures

**While our DE course does not physically "meet" in person, it becomes obvious to me, once the semester gets underway, who is and who is not actively participating in it. There will inevitably be those students who quickly engage-in or even initiate discussion threads (as a whole class or between specific students), display proactive participation, submit work on time, and/or email me with questions or concerns as they arise. On the other hand, there will likewise be other students who essentially ghost themselves and fail to do any or all of the aforementioned activities--thus receiving grades according to such engagement or lack thereof. To summarize, the operative word is "proactive" as it applies to your "being" in this class, since merely having your name appear on the roster is not the same as proactively being in a class. *The first proactive move on your part pertains to attaining the book for our class before the start of week two!***

## Student Conduct

See "Attendance Procedures" above

## Instructor’s Course-Specific Information

**All assignments in this class have detailed guidelines associated with them. It is MY responsibility to provide such guidelines and it is YOUR responsibility to read these guidelines/directions closely and carefully, addressing questions or concerns you may have about them well in advance of due dates. These guidelines/directions are located on the Word Doc prompts for specific assignments, on specific Canvas assignment prompts, and posted as separate guidelines documents in Canvas that cover specific categories of assignment types.**

# HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

* Academic Information
* Academic Support
* Attendance, Repeating Courses, and Withdrawal
* Career Planning and Job Search
* Childcare
* disAbility Support Services
* Electronic Devices
* Equal Educational Opportunity
* Financial Aid TV (FATV)
* General Student Complaints
* Grade of FX
* Incomplete Grades
* International Student Services
* Health Awareness
* Libraries/Bookstore
* Police Services & Campus Safety
* Student Life at HCC
* Student Rights and Responsibilities
* Student Services
* Testing
* Transfer Planning
* Veteran Services

## EGLS3

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

# Office of Institutional Equity

(<http://www.hccs.edu/departments/institutional-equity/>)

## disAbility Services

<http://www.hccs.edu/support-services/disability-services/>

## Title IX

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## Office of the Dean of Students

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

## Department Chair Contact Information

Dr. Helen Graham, [helen.graham@hccs.edu](mailto:helen.graham@hccs.edu), 713-718-7258