Intro. to the Humanities I-13028

HUMA-1301

RT 2021 Section 0007 3 Credits 08/23/2021 to 12/12/2021 Modified 09/01/2021

Professor: Dr. Christopher J Carney

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 Course Meetings

Course Modality

Online Anytime

Meeting Days

N/A - Online Anytime

Meeting Times

N/A - Online Anytime

Meeting Location

N/A - Online Anytime

 Welcome and Instructor Information

**Greetings! My name is Dr. Chris Carney and I warmly welcome you to Humanities 1301** . While I very much enjoy teaching writing

courses in the English department as a full-time faculty member there, I truly love teaching a section of this unique course in the

Humanities department every semester because of the incredibly diverse range of areas we cover--primarily in the realm of fine arts,

but also in such areas of the liberal arts as literature and philosophy. I like to compare this course to other courses with the metaphor

of a huge buffet restaurant versus a standard restaurant in which you order one entree and very appointed sides. With this illustration,

think of all the areas of fine arts (and the subjects I just mentioned in the liberal arts) as a long line of new and interesting things

(dishes) to explore (sample), yet not plunging too deeply into any one of them--as you would in a regular class (or restaurant when you

order from the menu). In addition to the broad range of subjects covered in the course content, what I also appreciate in this course is

the diverse range of academic/career interests and personal background stories represented among the students.

Instructional Services · Liberal Arts, Humanities and Education · Humanities

What's Exciting About This Course

**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, with most of our

focus being placed on the modern era and/or the transition into the postmodern era 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.**

**Students will attend museum and gallery exhibitions and/or performances (2).** They will also be introduced to **readings, fiction**

**and non-fiction, in several genres from a variety of cultures**, in addition to **a wide range of art work and movements.** Students will

**respond to the work they study** in a variety of ways including **oral presentations, formal written assignments, and informal journal**

**responses.**

“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, The

Republic

**My Personal Welcome**

Welcome to the course! I’ll begin by saying at the onset that I value and respect you, not only as a student who is investing in your

future (as I say to all students), but also as a human being at the start of a new semester amidst these unusual times! I am

sensitive to all that you may be feeling and experiencing about so many aspects of life since our world was essentially turned

upside down in so many ways over a year ago. Nobody has been exempt from being forced to endure new challenges, and the

wide range of emotions that accompany such challenges (I include myself in this reference) due to so many disconcerting

realities—and many non-realities for that matter. Anxieties related to employment and/or economic challenges have been

magnified as a result of closures and layoffs. I certainly understand, and I’m empathetic. Now, with that said, academic rigor

(academic quality) cannot suffer in the midst of these challenges because if that happens then you lose, I lose, and H.C.C. loses.

In fact, it is the very purpose of this institution to focus proactively and positively on the future--YOUR FUTURE! Therefore, I am

committed to maintaining the same academic standard I always have while balancing it with greater empathy.

Our goal this semester is to increase our knowledge and our appreciation of all that represents Humanities 1301. I like to

describe this course metaphorically as a “buffet” restaurant versus a restaurant in which you order a single item from the menu.

We will explore (i.e.“taste”) a broad range of ideas, philosophies, places, people that represent the Humanities with a central

emphasis on the arts. We will also explore all the genres of art and movements within those genres as well. The goal in our

explorative buffet is not to master all that you encounter as much as it is to discover and sample.

Structurally, this is a totally online course, which is one of the reasons why we are starting off with this introduction letter and a

very detailed Syllabus/Schedule. The workload is reasonable, but taking the class online poses unique challenges of its own.

Students will need to keep themselves motivated, on track, and constantly working without the benefit of an in-person professor

reminding them of due dates, answering questions in real-time, and explaining the material multiple times over. The materials are

written once--so students are responsible for reading and understanding everything I present to them. The single most important

thing in my class or in any college course is **following the directions**, so students must constantly read and re-read what I post.

With the exception of YouTube videos and documentary films, much of this class is **text-based**. This means that everything is in

writing. So, you must possess a strong ability to read and understand concepts in the assignments and readings—again, without

the benefit of the in-person experience and real-time instructor/ peer-support. In a traditional course, peers can be a tremendous

support. While we’ll try our best to make sure peer interaction happens, it will not be at the level of an in-person course.

Preferred Method of Contact

Please feel free to contact me concerning any problems that you are experiencing in this course through EITHER my Outlook

email address (above) or simply through Canvas Messages. I am always checking both of these, so you should receive feedback

in a timely manner. Your performance in my class is very important to me, and I am available to hear your concerns or just to

discuss course topics as they arise. While I encourage peer collaboration as a general rule, I ask that you make the distinction

between the kinds of things to ask a peer versus the things you need to ask of me (i.e. the assignments in this class).

Office Hours

Monday, Wednesday, 3:00 PM to 4:00 PM, Online

 Course Overview

Course Description

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. This course satisfies the Creative

Arts or Component Area Option of the HCC core.

Requisites

Must be placed into college-level reading and college-level writing or be co-enrolled in INRW 0302.

Department Website

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

 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.

 Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

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

Course Student Learning Outcomes (CSLOs)

https://learning.hccs.edu/programs/humanities/course-student-learning-outcomes-and-learning-objectives/huma-1301

Learning Objectives

https://learning.hccs.edu/programs/humanities/course-student-learning-outcomes-and-learning-objectives/huma-1301

 Departmental Practices and Procedures

Department Specific 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/or 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 course material

Complete the required assignments and exams

Ask for help when there is a question or problem

Keep copies of all assignments, this syllabus, handouts

Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Program-Specific Student Success Information

Attendance, preparedness, participation, and communication are essential for your success in this course. Preparedness and

participation include carefully engaging with course material and assignments during course hours and on your own time.

Attendance and communication with your instructor and your peers are vital. All of the above will ensure your growth in our

community of learners where knowledge and skills are achieved through a process of mutual responsibility and involvement.

Academic Integrity

A student who is academically dishonest (http://www.hccs.edu/about-hcc/procedures/student-rights-policies--

procedures/student-procedures/) is, by definition, not showing that the coursework has been learned, and that student is claiming

an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements

and also for ensuring that all students participate on a level playing field. Thus, in our system, the instructor has teaching,

grading, and enforcing roles. You are expected to be familiar with HCC’s policy on Academic Honesty

(http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/). What that means is that

if you are charged with an offense, pleading ignorance of the rules will not help you. To be clear, plagiarism (using another's ideas

or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for

credit), and other forms of cheating will not be tolerated.

Students guilty of academic dishonesty (http://www.hccs.edu/about-hcc/procedures/student-rights-policies--

procedures/student-procedures/) may be given a grade of “F” or “0” for the particular assignment involved, assigned a failing

grade in the course for repeated offenses, and/or referred to the Dean of Student Services for further disciplinary action. In

extreme cases or for repeated violations, guilty students are recommended for probation or dismissal from the College.

Attendance Policy

HCC does not differentiate between excused and unexcused absences. If you are not in

class, you are absent. When you miss class, you are still responsible for what happens in class.

Excessive tardies and leaving class early may count towards your allotted absences. Excessive tardies will not be tolerated.

HCC Policy is that you can miss up to but not exceed 12.5% of class hours, which is equivalent to 6 hours in this course. If you

have not attended class before the official date of record, you will be automatically withdrawn from the course by the registrar.

Students who are withdrawn for nonattendance will not be reinstated. Although it is your responsibility to withdraw from a course,

the instructor has the authority to withdraw you for excessive absences. You may be withdrawn from a course after accumulating

absences in excess of 12.5 percent of the total hours of instruction (6 hours for this course).

You are absent when you:

**Online Anytime Courses (WW)** - Fail to actively participate (including failure to submit assignments).

**Online on a Schedule Courses (WS)** – Fail to log in during your scheduled class time and/or fail to actively participate (including

failure to submit assignments). Excessive tardies and leaving class early may count towards your allotted absences.

**In Person Courses (P)** – Fail to attend class. Excessive tardies and leaving class early may count towards your allotted absences.

**Hybrid Courses (HY)** – Fail to log in and actively participate during your scheduled class time and/or fail to attend your in-person

class session. Excessive tardies and leaving class early may count towards your allotted absences.

Incomplete Policy

In order to be considered for a grade of Incomplete (“I”), a student must have completed at least 75% of the coursework with a

passing grade. It is the responsibility of the student to make arrangements with the instructor and to submit requisite work to

complete the course and be assigned a grade. Student and instructor should execute a statement of work to be completed. A

grade of Incomplete which has not been made up after six months from the end of the term in which the “I” was assigned will be

converted to an “F.” In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

 Instructional Materials and Resources

Instructional Materials

Book for the class: **Humanities Through the Arts** 10th Edition by Lee Jacobus and David Martin

The HCC Online Bookstore (https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on

textbooks for all courses.

 Course Requirements

Assignments, Exams, and Activities

**In This class, you can plan to:** 1. write one **formal essay** and 2. write eight shorter, **informal assignments**; 3.; 4. take **two quizzes**

and 5. write **two exams that each require a museum visit**.

Type Weight Topic Notes

Written

Assignments

550

**Formal Essay (150)**

As the categorical distinction for this essay indicates, it is a**F ORMAL** ESSAY that will require some research;

details for this assignment are in the prompt. This essay is formal because it needs to fully incorporate all stages

of the invaluable **Writing Process** (see document in Canvas I have provided to map the stages of that process).

Formal essays should, among many other things, result in a document that has been **thoroughly edited** and

**polished** for submission; it must also be correctly **formatted according to MLA** guidelines, and it is expected to be

6-7+ pages in length (double-spaced pages in MLA).

**Informal Assignments (400)**

As the categorical distinction for these assignments indicates, these 8 **INFORMAL** assignments are NOT formal!

By this, it means that **they need NOT be polished or edited for grammar and spelling** issues; **they do not need to be**

**formatted according to the MLA** or any other formatting guide; they are **naturally shorter than formal essays, but**

**not minimalist either** (i.e. not a simple paragraph or even two). My thinking on these assignments and length is

this: if you do not need to worry about all the formalities of formal essays, then you're freed up to focus simply on

content and expressing your thoughts in writing. Like the formal essays, you will find a guidelines sheet in Canvas

that provides you with instruction on writing these. And while each assignment is very unique and very specific,

there is a common framework for all of them that applies to all of them.

Exams/Quizzes 350

Points

Two Reading Quizzes (75 points each) and Two Essay Exams (100 points each)

Online

Activities

100

Points

This category applies to all modalities (in-person, online synchronous, and online asynchronous) and it covers the

range of activities and exercises we do "in class" or as a class, such as group or paired discussions for in-person

students and online discussion threads for students in all three modalities. There may be others, and the exact

number of such activities is always an unknown variable at the start of a new semester since they can sometimes

be spontaneously generated. However, with that said, the total number of points associated with this category is

and will remain at 100.

Type Weight Topic Notes

Grading Formula

I grade holistically, which is what I believe assessment should look like in a college English class for any and all assignments

short of reading quizzes.

**So, What is Holistic Grading? Defined:** Holism is the idea that various systems should be viewed as wholes, not merely as a

collection of parts. Characterized by comprehension of the parts of something as intimately interconnected and explicable only

by reference to the whole. In medicine, holistic is characterized by the treatment of the whole person, taking into account mental

and social factors, rather than just the symptoms of a disease.

So, from this expanded definition, you will better understand how I grade FORMAL essays.

When you receive your essay and look at my "rubric," each of the categorical descriptions explain how these areas are assessed

in the essay through my holistic form of grading, and it basically means that I consider all factors combined together when I

determine a final grade. I call it a rubric, but it is more of a quasi-rubric that only serves to identify categories assessed in an

assignment. Unlike traditional rubrics you may be familiar with from K-12, I do not ascribe numerical values to each area and

simply total them at the end. And while my rubrics do give you an itemized breakdown of specific categories assessed, they stop

short of giving hard numbers to each category. I do this because I do not want imposed “ceilings” on each category that do not

allow for either exceptional strengths or egregious errors to significantly impact a final essay grade--either for the better or for the

worst. In other words, a holistic grade requires more critical thinking and analysis on my part because of the very fact that it is not

just about calculating the numbers assigned to each category and keeping them in isolation; for example, an essay with

exceptional strength in critical thinking should be able to override (lesser) weaknesses, just as assessing an illegible essay (with

severe clarity/grammar issues that are far below course standards) should not be limited to a single category since that single

area negatively influences the entire essay.

 Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete (“I”), a student must have completed at least 85% of the work in the course. In all cases,

the instructor reserves the right to decline a student’s request to receive a grade of Incomplete. As the last year has proven for

many, life circumstances can become so overwhelming that, despite the best efforts to stay focused on coursework, some

students are simply forced to either miss assignments altogether or perform far less than they normally would. It is for such

circumstances (again, after 85% of course work is complete) that the Incomplete option was created.

Missed Assignments/Make-Up Policy

**Simply stated, we are in college and assignments have due dates.** I operate this college course with mature and responsible

college students in mind--not high school students. Yes, I understand that emergencies occur, and I am more than happy to make

adjustments around such emergencies if they should occur. However, I do not define an "emergency" as broadly as many

students have defined this very specific term in past semesters. Genuine emergencies should be extremely rare (thank goodness

for this), and they almost always fall into the two realms of medical and legal circumstances. In these two areas, there is no

shortage of paperwork and forms when legal or medical issues arise, and I will need such documentation in order to consider

making exceptions to deadlines.

Academic Integrity

Generally speaking, I have a ZERO TOLERANCE policy towards PLAGIARISM, COLLUSION, and CHEATING of any kind. If

plagiarism is discovered on any assignment, formal or informal, the first penalty is an automatic grade of zero applied to it and the

plagiarizing student loses any opportunity at the end of the semester to earn extra-credit points. A second plagiarism offense will

result in my referring the student to HCC administration, requesting removal from the course.

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

Dishonesty and Grievance):

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

(https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/)

Attendance Procedures

**Regarding in-person, face-to-face classes:** Attendance will be taken at the beginning of class each day; students who are not

present will be counted absent. Students who arrive after attendance is taken are welcome to join the class, but attendance

reports will have already been submitted and their status of absent cannot be reversed. Students who leave class early and/or

without my permission will be counted absent in the following class meeting.

**Regarding synchronous online classes (WS):** Attendance will be taken at the beginning of class each day; students who are not

present will be counted absent. In order to be counted present, students must have their computer cameras on throughout the

duration of class and they must stay on the camera 9their entire face must be visible) the entire time. Students who arrive after

attendance is taken are welcome to join the class, but attendance reports will have already been submitted and their status of

absent cannot be reversed. Students who leave class early and/or without my permission will be counted absent in the following

class meeting.

Student Conduct

As a general rule, I expect college students, most of whom are planning full-time careers in a variety of fields upon graduation in

the adult world, to simply act like the mature adults they plan to become. In light of this expectation, common sense goes a long

way in identifying a wide range of behaviors that would be acceptable or unacceptable on the job, which makes them likewise

either acceptable or unacceptable behaviors in this class. Within this expectation is an assumption that everyone in this class is:

1. taking the class by choice; 2. eager to learn the course material; 3. accountable for their own actions; 4. reliable in meeting

assignment deadlines; 5. reliable regarding attendance/promptness (for courses meeting in person or online synchronously); 6.

respectful of others in this class, which includes both myself and your peers.

While the following behaviors should not need to be listed, and this is by no means an exhaustive list, the following are (obviously)

unacceptable in this class and will be addressed swiftly if they occur: 1. cheating (plagiarism/collusion); 2. non-compliance

(argumentative); 3. disruptive behavior that interferes with my ability to teach the class (this may take different forms, depending

upon the instructional modality); 4. non-communicative/non-responsive (especially regarding communication with group

members on projects); 5. disrespectful tone, word choices, or generally inappropriate communication with peers; 6.

disrespectful/unprofessional tone or word choices in email correspondences with me; and 7. derogatory language, used verbally

or in writing, that overtly speaks ill of race (ANY race) or religion (ANY religion).

As I've stated, the above behaviors will be addressed swiftly if or when they occur. Consequences for any of these vary, as the

appropriate response for some of them may be a warning or point deductions on an assignment, while others may result in total

and immediate rejection of an assignment (entire loss of points) and/or failure of an assignment. Still others on the list,

depending upon the seriousness of the violation and specific circumstances, may result in an immediate referral to the Dean of

Student Services or other HCC authorities.

A word about email: please note that ALL written work from you contributes to my overall holistic sense of your writing abilities,

which includes email correspondences. While they need not be entirely perfect grammatically, they must clearly be at course-level

in terms of sentence-level clarity and focus. They must also demonstrate the kind of professionalism and/or maturity discussed

in the opening paragraph of this section on student conduct.

Instructor’s Course-Specific Information

**SYSTEMS THINKING:** Regardless of the specific course I am teaching in a given semester, the particular book I use, or the

distinct focus/theme I may have for a course, there is one constant--a concept--that I teach as a subtext in all of my courses

called "Systems Thinking." So, what is it? Here is a decent definition I found online: **"Systems thinking is a holistic approach to**

**analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time and within the**

**context of larger systems."** However, this area of scholarship has many gurus who, over the past thirty years or so, have created

models to help people better understand and apply systems thinking to problem-solving in the whole scope of academic

disciplines and professions. One such guru in the field (my favorite) is a man by the name of Dr. Derek Cabrera, a scholar and

researcher from Cornell University, who has created what I consider the most user-friendly and easily applicable model of

systems thinking he calls the "DSRP" Model, which stands for "Distinctions, Systems, Relationships, and Perspectives." I have a

couple of good videos by Dr. Cabrera and his research lab in my Canvas Media Gallery, wherein he explains the model and

systems thinking nicely. But, in a word, it boils-down to **interconnections**. **So, for our purposes in this writing class, you can**

**expect to see assignments that provide ample opportunity to interconnect things and/or apply systems thinking to assignments.**

For example, all of the informal assignments will have a list of several items (videos, readings, and/or websites) to which you will

be asked to respond. Some students will inevitably think they are doing the assignment optimally by addressing all of the listed

works in isolation form one-another. And while such a response is vastly better than coming up short of addressing all of the

works, as other students will do, such a response is actually not optimal. There will be a certain percentage of students in the

class who will truly give an optimal response by applying systems thinking to the assignment and analyzing all of the

interconnections (comparisons, contrasts, etc) they see between the works, using Cabrera's four "lenses" of DSRP in which to do

so.

Another assignment category that is entirely structured around systems thinking is that of the group presentations (for in-person

and synchronous online classes), as these projects likewise start with a list of distinct readings to which the group adds other

sources according to the guidelines; then, depending upon which of my eight questions students select in these projects to

address, the very specific DSRP categories are built right into them.

**RETURNING OF GRADED WORK:** Typically, formal essays will be returned within two weeks after submission, and informal

assignments will be returned within one week after submission. Group and individual portions of group projects will be graded

within one week of submission and/or the presentation.

Devices

While I greatly enjoy having an iphone for numerous aspects of life (yes, I'm a fan), I also believe that there is a time, a place, and

even an electronic device for everything. And one thing that a phone should never be used for in a college writing class (or any

college course for that matter) is for the writing of essays, regardless of the app one might have to do so. The essays of the few

students who attempt to write them on their phones make it quite evident that they were written on a phone and not on a

computer, with a word processor, as they needed to be (and their grades reflected it).

REGARDING SYNCHRONOUS ONLINE COURSES: I also expect all students to use a computer, not a phone, for synchronous

electronic meetings. Students are expected to take their synchronous online course while permanently seated at a desk for the

duration of the class--NOT out and about running errands in a car with their class turned on (this is why I require that all students

are visible and/or with cameras on at all times during class meetings).

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)) to supplement in-class

assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the

current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on

Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system

should be kept up to date with the latest recommended security updates and upgrades.

I expect students to check into the Canvas class announcement page daily (every morning) to see any important updates I've

posted about the class. I also expect students to familiarize themselves with the videos in the media gallery and/or how to use

the search feature to find specific titles pertaining to various assignments.

All assignments, formal and informal, will be submitted into Canvas. Some of them are set to allow for document uploads and

others are set to write in a text box only. Regarding the upload feature, I only allow for Word document uploads in any assignment

that allows for or requires uploading a document as opposed to merely writing in the text box provided by Canvas. DO NOT send

PDF documents or especially not links to any other programs. In other words, if you follow directions and only submit Word doc

uploads, I should always be able to see your document appear instantly in Canvas. When students do not do this, as instructed,

then what appears where the first page of the essay should be is some sort of hypertext link on the top left corner of the page that

I refuse to open. So, this also means that if you send me anything other than a Word doc attachment, it will remain unopened and

not submitted indefinitely as far as I'm concerned (thus losing points or even the possibility of earning a zero).

Equality Statement

Houston Community College is committed to fostering an environment of genuine equality in our community and beyond. HCC

does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability,

sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning

environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation

and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the

differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to

best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of

Institutional Equity at 713-718-8271.

 HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

**Grade Grade Interpretation Grade Points**

A Excellent (90-100) 4

B Good (80-89) 3

C Fair (70-79) 2

D Passing (60-69), except in developmental courses. 1

F Failing (59 and below) 0

FX Failing due to non-attendance 0

W Withdrawn 0

I Incomplete 0

AUD Audit 0

IP In Progress. Given only in certain developmental courses. A student must re-enroll to

receive credit.

0

COM Completed. Given in non-credit and continuing education courses. 0

**Grade Grade Interpretation Grade Points**

Link to Policies in Student Handbook

Here’s the link to the HCC Student Handbook https://www.hccs.edu/resources-for/current-students/student-handbook/

(https://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

Link to HCC Academic Integrity Statement

https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/ (https://www.hccs.edu/resourcesfor/

faculty/student-conduct-resources-for-faculty/)

Campus Carry Link

Here’s the link to the HCC information about Campus Carry:

https://www.hccs.edu/departments/police/campus-carry/ (https://www.hccs.edu/departments/police/campus-carry/)

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 (https://www.hccs.edu/resourcesfor/

current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement

(https://www.hccs.edu/departments/institutional-equity/ (https://www.hccs.edu/departments/institutional-equity/))

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based

on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet

with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable

accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the

policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For

more information, please go to https://www.hccs.edu/support-services/ability-services/ (https://www.hccs.edu/supportservices/

ability-services/)

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or genderbased

nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes

all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX

prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If

you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of

EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies,

compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be

directed to:

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Institutional.Equity@hccs.edu (mailto:Institutional.Equity@hccs.edu)

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

title-ix-know-your-rights/)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to

identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-ofstudents/

(https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-thedean-

of-students/)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content.

Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely.

Successful completion of this course requires a combination of the following:

Reading the textbook

Attending class in person and/or online

Completing assignments

Participating in class activities

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 a guide.

Canvas Learning Management System

Canvas is HCC’s Learning Management System (LMS), and can be accessed at the following URL:

https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the

current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on

Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system

should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview

for all fully online classes: https://www.hccs.edu/online/ (https://www.hccs.edu/online/)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the

course. https://eagleonline.hccs.edu/login/ldap (https://eagleonline.hccs.edu/login/ldap)

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 during office hours, and 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

Be aware of and comply with academic honesty policies in the HCCS Student Handbook (https://www.hccs.edu/resourcesfor/

current-students/student-handbook/)

EGLS3

The EGLS (Evaluation for Greater Learning Student Survey System (https://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. EGLS surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not

offered during the Summer semester due to logistical constraints.

https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/ (https://www.hccs.edu/resourcesfor/

current-students/egls3-evaluate-your-professors/)

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is

urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable

in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student 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 (https://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 https://library.hccs.edu (https://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 https://www.hccs.edu/resourcesfor/

current-students/supplemental-instruction/ (https://www.hccs.edu/resources-for/current-students/supplementalinstruction/).

Resources for Students:

https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/

(https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/)

Basic Needs Resources:

https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/ (https://www.hccs.edu/supportservices/

counseling/hcc-cares/basic-needs-resources/)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV\_25WyNx7NwMRz1FH

(https://hccs.co1.qualtrics.com/jfe/form/SV\_25WyNx7NwMRz1FH)

COVID-19

Here’s the link to the HCC information about COVID-19:

https://www.hccs.edu/resources-for/current-students/communicable-diseases/ (https://www.hccs.edu/resources-for/currentstudents/

communicable-diseases/)

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

14 of 19

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

 Course Calendar

**HUMA 1301 / FALL 2021 SCHEDULE FOR ALL READING AND ASSIGNMENTS**

**Week Dates Topic / Assignments Due**

1 Week beginning

on 8/24

Introduction to class

READ **Syllabus** thoroughly. READ my **CANVAS home page** thoroughly. **OBTAIN**

**REQUIRED BOOK THIS WEEK! RESPOND to the "DAY ONE INTRODUCTIONS"**

**ANNOUNCEMENT in CANVAS (one continuous thread--not separate responses)**

2 Week beginning

on 8/30

This week, read the following: **Preface, Chapter 1 (The Humanities: An Introduction),**

**and Chapter 2 (What is a Work of Art?)**

3 Week beginning

on 9/6

This week, read the following: **Chapter 3 (Being a Critic of the Arts), Chapter 4**

**(Painting)**

**Friday 9/10 by 11:59 PM: Informal Assignment (EH) #1 DUE in Canvas!**

4 Week beginning

on 9/13

This week, read the following: **Chapter 5 (Sculpture) and Chapter 6 (Architecture)**

**5** Week beginning

on 9/20

**VERY**

**IMPORTANT!!**

**Friday 9/24 by 11:59 PM: Informal Assignment (EH) #2 DUE in Canvas!**

**NOTE: QUIZ #1** this week on **SATURDAY 9/25 from 9 AM to noon**; this quiz covers

ALL READING assigned UP TO WEEK 4

6 Week beginning

on 9/27

This week, read the following pages: **Chapter 7 (Literature), Chapter 8 (Theatre)**

**Friday 10/1 by 11:59 PM: Informal Assignment (EH) #3 DUE in Canvas!**

7 Week beginning

on 10/4

This week, read the following: **Chapter 9 (Music) and Chapter 10 (Dance)**

**Friday 10/8 by 11:59 PM: Informal Assignment (EH) #4 DUE in Canvas!**

8 Week beginning

on 10/11

This week, read the following: **Chapter 11 (Photography), Chapter 12 (Cinema)**

**Friday 10/15 by 11:59 PM: Informal Assignment (EH) #5 DUE in Canvas!**

15 of 19

9 Week beginning

on 10/18

This week, read the following: **Chapter 13 (Television and Video Art)**

**Friday 10/22 by 11:59 PM: Informal Assignment (EH) #6 DUE in Canvas!**

10 Week beginning

on 10/25

**BIG WEEK!!**

**VERY**

**IMPORTANT!!**

This week, read the following: **Chapter 14 (Is It Art or Something Like It?)**

**Midterm Exam on 10/27 (see announcements when I post them in mid-September**

**regarding details surrounding the exam and REQUIRED museum visit).**

READING **QUIZ # 2 on SATURDAY 10/29 in Canvas (open from 9:00 AM to noon**;**)**

THIS QUIZ covers all reading assigned AFTER Quiz 1

11 Week beginning

on 11/1

**Whew . . . take a breather this week!**

12 Week beginning

on 11/8

**Friday 11/12 by 11:59 PM: Informal Assignment (EH) #7 DUE in Canvas!**

13 Week beginning

on 11/15

**Friday 11/19 by 11:59 PM: Informal Assignment (EH) #8 DUE in Canvas!**

14 Week beginning

on 11/22

**NOV 25 – 28 : Thanksgiving Break (Thurs – Sun)**

15 Week beginning

on 11/29

**VERY**

**IMPORTANT!!**

**!! Formal Essay Due (The Research Paper) - Due Tuesday 11/30 by 11:59 PM in**

**Canvas (WORD DOCUMENT ONLY) in EITHER MLA or APA format.**

16 Week beginning

on 12/6

**VERY**

**IMPORTANT!!**

**This Week: FINAL EXAM on Tuesday 12 /7 in Canvas FROM 6:00 – 9:00**

**Week Dates Topic / Assignments Due**

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.

 Additional Information

Departmental/Program Information

**Information for Majors:**

The Humanities and Interdisciplinary Cultural Studies Program takes an interdisciplinary approach to the study of culture, viewing

human artistic and intellectual creation as deeply interwoven with history, politics, civil society, and religion, as well as science

and technology.

AWARD TYPES: Associate in Arts, Certificate Level 1

AREA OF STUDY: Liberal Arts, Humanities & Education

**Certificates (12 semester hours)**

Africana/African American Studies

Global Studies

Mexican American/Latino Studies

Women and Gender Studies

**Careers in Field**

Humanities/Interdisciplinary Studies majors may find employment in business, government, nonprofits, social services, and

educational institutions.

**Transfer/Advising Plan**

https://www.hccs.edu/finder/programs/transfer-advising-plan-for-socialbehavioral-science-specialty-area---aa/

(https://www.hccs.edu/finder/programs/transfer-advising-plan-for-socialbehavioral-science-specialty-area---aa/)

**HUMA 1301 Co-Requisite Course**

Students are placed in college-level courses that are paired with additional support.

**Puente**

An inter-segmental program that is co-sponsored by the University of California and the California Community College

Chancellor's Office. Its mission is to increase the number of educationally underrepresented students who enroll in four-year

colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The

program’s interdisciplinary approach in writing, counseling and mentoring expanded to Texas in 2012. The Texas Puente Project’s

goal is to prepare community college students for success at four-year universities and beyond.

Scholarships

**HCC Scholarships**

Monthly Scholarship Opportunities

HCC Foundation Scholarships

HCC Foundation Scholarships for F-1 Students

Eagle Promise – Free Degree Program

HCC Honors College Scholarship

Impact Scholarship

Chancellor Scholarship

**Daughters of the American Revolution**

**Dr. Aura-Lee A. and James Hobbs Pittenger American History Scholarship**

Amount: $2,000 - $5,000

Deadline: Varies

The Dr. Aura-Lee A. and James Hobbs Pittenger American History Scholarship is available to high school seniors who intend to

study American History and American Government as a large component of their undergraduate degree. This 4-year renewable

scholarship requires awardees to maintain a 3.25 or higher GPA throughout the award period of their undergraduate degree and

to study a minimum of 24 credit hours in these two subjects. Intended to promote the study of U.S. history among students who

will create even more avenues of this type of study for others. U.S. Citizens residing abroad may apply through a Units Overseas

Chapter.

**DAR Centennial Award**

Amount: $2,000 - $5,000

Deadline: Varies

The DAR centennial award is available to two undergraduate students who are committed to a course of study that focuses on

historic preservation at a college or university. While this definition can be loosely interpreted, the ways that DAR members

understand and engage with historical preservations include: restoring and maintaining historical sites, locating, restoring and

marking Revolutionary War patriot gravesites and headstones, organizing and contributing to major restorations,

commemorations and memorials, placing monuments around the world to memorialize people and events throughout American

history, and preserving genealogical records, artifacts and historical documents and making these items available to the public at

DAR Headquarters. While students may not be doing exactly these things, DAR is always interested in new interpretations of

preservation, and look forward to receiving creativity in their applications submissions.

**Davidson Institute**

Amount: $10,000, $25,000, $50,000

Deadline: February 14

The Davidson Fellows Scholarship has been named as one of the “10 Biggest Scholarships in the World,” and one of the “7

prestigious Undergraduate Scholarships,” by the US News and World Report. This impressive opportunity is designed for talented

young people under the age of 18 who have created a significant piece of work in a discipline of their choosing. Many of the

application categories are within the liberal arts framework, including Literature, Philosophy, and Music, as well as the category

“Outside the Box.” Davidson Fellows are brought to Washington, DC each year to be honored with Congressional meetings and a

special reception.

**National Federation of the Blind**

Amount: $3,000 - $12,000

Deadline: November 1

The National Federation for the Blind offers merit-based scholarships to 30 blind college students annually in the US and Puerto

Rico. The awards are given based on academic achievement, community service, and leadership. Applicants must provide written

certification that they are legally blind, and be able to attend the entire NFB convention, and will provide assistance for winners to

do so. Applicants are required to write a 700-word essay, and submit educational transcripts along with their application.

Applicants must request an interview with the local affiliate’s President and participate in the interview, most likely of which will

take place on the phone.

**Undall Foundation**

Amount: $7,000

Deadline: March 8

Udall Undergraduate scholarships support Native American youth through an educational journey, both with money to be used at

an accredited post-secondary institution, as well as access to an alumni network of Native American scholars. The latter of these

two has proven to be as important, as the network is an association of leaders who have dedicated their professional lives to

environmental fields that specifically benefit First Nations and Native Nations peoples, sharing innovative ideas, professional

advice, and job and internship opportunities with youth engaged with Udall. Award recipients are also invited to a five-day

orientation in Tuscon, Arizona to extend professionals networks and learn skills from others in their fields. Students may be a

sophomore or junior-level college student at a two-year or four-year accredited institution, and be focused in the areas of

environmental sciences, Indigenous/American Indian studies, public health, history with an emphasis on North American

colonization, or English with a focus in indigenous literature or something similar.

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is

not able to assist you, then you may wish to contact the Department Chair.

Dr. Brandon Williams (713) 718-7258