**Dr. Christopher Carney**

**Summer 1I**  (7/7 – 8/10)

Houston Community College, Northwest (Katy Campus); Office #229

 Email:christopher.carney@hccs.edu

 **Office Hours:** *by appointment*

 ***Class Time and Location:*** M, T, W, TH, F 10:00 – 12:00

Introduction to Humanities 1301 **(11645)**

 

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My **Learning Web** Page:

 <http://learning.hccs.edu/faculty/christopher.carney>

**I. Communication and Contact:**

ecause I firmly believe that **communication is vital**, both to your success and mine, please bring any concerns, questions, criticisms, suggestions, or comments in general to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are. While I prefer that you talk to me in person about such concerns, please feel free to write an email or a handwritten note if you prefer. In short, when it comes to communication, *never* feel as though you cannot talk to me! Beyond official office hours and/or formal appointments, the best time to raise your question or discuss a concern with me is during class—either in our open forum setting for everyone to hear, or through a question directed at me individually when the class is engaged in a collaborative, group exercises.

I check my **email** frequently, and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick reply). Some days certainly involve more frequent checking of email than others, but rest assured that I check my email a few times every day. On some occasions, especially if I receive an email within a short period of time before our class starts, I might determine that I can meet your needs more effectively if I address your email in class and/or in person as opposed to writing a long written response. **NOTE:** I will **not** reply to messages requesting a repeat of all the information a student misses in the event of an absence, as doing so uses time and energy that is better spent addressing concerns or questions students (possibly you) have with their actual assignments or other particular issues. Therefore**, it is *your* responsibility to find out what *you* miss in the event of an absence by contacting one of your classmates and/or referring to the schedule.** With that said, being part of a reliable group of peers (i.e. “study group”) goes a long way to ensure your success—and theirs! Again, I will not reply to messages requesting information about what you miss in the event of an absence, so don’t ask. Finally, **be sure to have your HCC email account activated and check it often. Whenever I have announcements for the class, I send them to everyone in group message format via HCC email**. If you prefer ***not*** to use your HCC email address (the one that aligns with *Rosters Plus* by default) to receive my messages, you need to contact Admissions and Records with the alternate email address you DO wish to use and officially change it (**YOU** are responsible for all information I send to the class through group messaging, regardless of whether or not you personally receive it due to a non-aligned email address).

**II. Required Books/Materials:**

1**.** **Course Text:** **The Humanities: Culture, Continuity, and Change** (Book 6: “Modernism and The Globalization of

 Cultures: 1900 To The Present”) by Henry Sayre – 2nd Edition

2. **Access** to a computer and word processor (labs provide these); an **active email account with HCC**

3**. Access** to an established account with “**Turnitin.com**” (free) and **establish** an account with “**Prezi**” (free)

4**. Access** to downtown Houston to visit specific/selected arts-related venues, such as museums, exhibits, performances,

 readings, etc. In terms of cost, I’m looking for free venues; however, if free is not possible, then expect a small

 admission fee.

**III. Course Definition, Description, Prerequisites, and Goal:**

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| **A. 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). Fulfills HCCS CORE Multicultural Studies requirement; Workforce requirement for the Humanities; and HCC Elective. Global Studies Certificate course.  |

**B. Expanded Definition and Description:**

An introduction to the arts and humanities. The course **investigates the relationship between individual human lives and works of imagination and thought. Students** **focus on the connections between their own lives and the ideas and values expressed in works of human imagination and thought. Through inquiry into selected literature, philosophy, and the visual and performing arts, students will engage in critical thinking, form aesthetic judgments, and develop an appreciation of the arts and humanities and their pivotal role in the health and survival of any society.** Students will attend/respond to museum and gallery exhibitions and performances (live theater and film). They will be introduced to readings in several genres from a variety of cultures. Students will respond the to the work they study in a variety of ways including oral presentations, formal written assignments, and informal journal responses

**Prerequisites:** Must be placed into college-level reading (or take GUST 0342 as a co-requisite) and be placed into college-level writing (or take ENGL 0310/0349 as a co-requisite)

**Course Goal:** To develop student thinking, seeing, reading, writing, and listening skills and expand student knowledge of the human condition as portrayed in works of the human imagination and intellect.

**IV. Student Learning Outcomes, Objectives, and Instructional Methods** 

**Learning Outcomes:**

1. Describe representative themes and developments in the humanities-

2. Interpret representative terms, works, figures and artists in philosophy, literature and the visual and performing arts-

3. Compare and contrast representative terms, works, figures and artists in philosophy, literature and the visual and

 performing arts.

4. Evaluate cultural creations in the humanities

**Learning Objectives:**

***In This Course, Students Will….***

1. Identify representative themes and developments in the humanities.

2. Define/explain representative themes and developments in the humanities.

3. Review, Analyze, Discuss and Relate representative terms, artists, works, figures, and artists in philosophy, literature

 and the visual and performing arts.

7. Assess and/or Critique cultural creations (works) in the humanities, particularly through comparison/contrast and

 Inter-connectivity

**Instructional methods**: This course will incorporate reading, lecture, class discussions and debates, in-class analysis in small groups, essay writing (in class and out), research process, short writings of various kinds, student presentations in class, a midterm examination and a final examination.



**V: Assignments, Etc.**

 **Group Projects and Presentations:** These will involve content (objects/subjects/exhibits) within the humanities. They

 will involve collaborative investigation, written/typed responses to particular questions, and a group “**Prezi**” that will

 be presented to the class. **In terms of analysis, they should incorporate ALL of the “Learning Outcomes” and**

 **“Objectives” in section IV above.** I encourage high levels of creativity as you seek to accomplish this goal—as a

 group! Group grades are assigned to these, meaning everyone in each group earns the same grade. I will collect two

 things when each group presents their project: 1. A copy of the group members’ answers to questions—compiled

 together into one clean document with members’ names; 2. An email from someone in each group that contains an

 active link to their Prezi.

 **Formal Semester Essay/Project:** You will receive a detailed prompt for this assignment shortly after we begin the class.

 However, you can expect this paper will require you to develop a strong focus/thesis as you develop your own unique

 insights and perspectives about an area of the humanities! Like the group project, this assignment will likewise

 involve several of the “Learning Objectives” and “Outcomes” identified in section IV. You can also expect this

 assignment will require discussion of several mediums, just as you see in each chapter of the Sayre book, such as

 visual/fine art, literature, music, philosophy, cinematography, and performing arts.

 **Critical Responses to Museum Visit and/or Performing Arts Venue:** During our class, you will be asked to visit

 two museums or one museum and one (performing) arts venue. Details on these will be provided on separate handouts,

 which will be clearly identifiable in a folder called “critical reviews.” Attendance, accompanied by a valid receipt, is

 required with these visits.

 **Informal Class Activities:** Generally speaking, this category of activities constitutes that which occurs in our daily class

 sessions each day/week. They correspond to lectures, presentations, video/media and our book. The only thing I’ve learned

 not to plan is exactly how many of them we’ll do in the duration of the course! They may take longer or shorter periods of

 time than I anticipated, or any number of other circumstances that can affect them. So, what I’ll do is simply total the

 number of activities we’ve done and divide the 100 points among them evenly. By “informal,” I mean not worrying about

 typing them or getting everything “correct, including spelling and grammar! I’m far more interested in your active engagement (thinking) with these activities more than I am in perfectly-written documents

 **VI.** **Assessments (grade values of assignments)**: Unless the professor makes changes and announces otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as follows:

 **300 Points** ***Group* *Project 1***  **=** 100 Pts. ***Group Project 2***  **=** 100 Pts. ***Group Project 3*** = 100 Pts.

 **200 Points** Formal Essay/Project

 **200 Points** **Critical Museum or Arts Venue Responses** (**2 @ 100 points each**)

 **100 Points Informal In-Class Activities (200 points is the total value, equally divided among exercises we complete)**

 **100 Points**  HUMAJOURNAL (10 entries at 10 pts each) – *For guidelines with this, see Learning Web page!*

 **100 Points Participation\***

**1,000 Points**

**Grading Scale**: 900 – 1,000 = **A**, 800 - 899 = **B**, 700 - 799 = **C**, 600 - 699 = **D**, 0 - 599 = **F**. **FX** is awarded to those students who make an F and stop attending.

**\* positive participation, that is! For more info on negative participation and penalties for such, see section VII !!**

 

**VII. Behavior**

 **eneral Premise:** *Because you are all* ***adults*** *who are taking this* ***college course*** *by* ***choice****, it should go without saying that everyone will demonstrate* ***maturity, responsibility,*** *and an* ***eagerness to learn.*** *The following policies ensure that everyone experiences a rewarding learning environment.* ***NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund”***

 **a. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn; therefore, in keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class time.” Furthermore, **Students must attend class regularly and submit assignments on time to pass this course.** Attendance will be taken every day at the beginning of class.

In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped for excessive absence, and a daily record of attendance will be maintained throughout the semester. It is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students should this become necessary. Refer to professionalism grade (see below).

**NOTICE: The State of Texas has begun to impose penalties on students who drop courses excessively . For example, if you take the same course more than two times, you have to pay extra tuition.** (Students who enroll for most credit CEU classes for a third or more times will be charged an additional $50.00 per semester credit hour and $3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed**.

Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, or F). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive an “F” or “FX”in the course.**

***INTERNATIONAL STUDENTS:*** Receiving a **W** in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.** **Class Arrival/Departure** – **A pattern of arriving late to class is not only disruptive, it is disrespectful**–both to me and to the rest of the class. I understand that “life happens,” but the odd traffic jam, computer glitch, or request to stay late at work are clearly exceptions to the norm, and thus should only occur on a rare occasion. I generally have no tolerance for **patterns** of late arrival. However, if you are late, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record. **Be advised that a late arrival of more than 20 minutes will not be changed from an absence to a late; it will simply remain as an absence for the day**. I will also begin combining late arrivals into pairs of two *after* your second late arrival; I will then convert each pair of late arrivals into an absence. For those who acquire absences this way, the same policy regarding absences applies—namely, the potential of being dropped.

**I view premature departures from class, particularly when students believe they are doing so without my knowledge, as a behavioral issue**; doing so conflicts with the “general premise” of section V (see above). Anyone who departs from class this way will be counted absent, and he or she will lose all possible points that may have been earned in class for that day. If you have a necessary, rare obligation that requires you to leave early on a given day, simply talk to me beforehand and there shouldn’t be an issue with it. Furthermore, if an out-of-class assignment is due and/or collected on the day such a student leaves early, I will simply count it submitted on the following day (late submission policy imposed).

**c.** **Disruptive Talking** – Because I am a strong supporter of team learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage in the learning process; I balance lectures with “workshops. ”**Therefore,** disruptive chatting when we are assembled as an entire class is completely unacceptable, regardless of what you may be chatting about. Such behavior is both disrespectful and immature; if necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in the second grade!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups, who talk and/or distract the class, yet may or may not have been asked to leave, may nonetheless still lose credit on an assignment.

**d.** **Classroom** **Attitude –** How subtle it is, but ever so revealing of a student’s views towards his or her role in society, adulthood, higher education, future career goals, and general self-respect. A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material, being confrontational, excessively exiting class, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors, let me just ask you to honestly consider why you are in college at all. Really—ask yourself that question. I’m not being judgmental here, nor am I being sarcastic; I’m simply saying you need to ask that question because these behaviors are indicative of an attitude that is not conducive to success in college.

**e.** Academic Honesty, **Plagiarism, Collusion –** To plagiarize is to submit the words/ideas of another as one’s own

without giving them due credit. 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 administrators. Be advised that **all three of your formal papers must be submitted to turnitin.com** **for review before they are submitted to me.** HCC Policy: *“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.”* All work you submit must be your own. If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college (see on-line student handbook). For more on plagiarism, refer to *The New McGraw-Hill Handbook*, the HCC Library site (on the Northwest Writing Center site), or the HCC Student Handbook.

**f**. **Arriving to / Exiting The Room –** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “excessively,” *habitually* using the restroom as an excuse for frequent interruptions. Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities. Also, it is poor etiquette to let doors slam behind you when you exit or enter a room, especially when the class is in the middle of writing, reading, discussion, or viewing a film; please make an effort to close doors as quietly as possible and demonstrate basic courtesy when you enter or exit the room.

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**VIII.** **Where to Find Copies of Specific Assignments, Links, and Resources and for this Class:**

*On my* ***Learning Web*** *page for Humanities 1301, within the folder you will find all the resources for this class.*

**IV. Helpful Information**

**Open Computer Labs:** Computers are available for word processing in open labs, the library, and elsewhere on campus. Check those sites for open hours.

**Services to students with disabilities**: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange for reasonable accommodations must contact the Disability Services Office at the beginning of each semester. For more information, please contact the disability counselor on campus.

 **EGLS3 -- Evaluation for Greater Learning Student Survey System**: At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term. [www.hccs.edu/egls3](http://www.hccs.edu/egls3) .

**Changes in this document:** At his discretion, the professor may announce necessary changes in this syllabus and assignment calendar at any time during the term.



For particular dates associated with all of the assignments named in the syllabus, see the “schedule” document, also posted on my Learning Web page!!