



Welcome to Humanities 1301

Humanities 1301 –Fall, 2012, CRN 23206
Tuesdays and Thursdays, 9:30 to 11 a.m.
Room 108, Katy Campus
3 Credit Hours / 48 hours per semester/16 Weeks

Instructor: Genevieve Coogan

Contact Information:

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- Office at Katy Campus, Room 229
- Office Hours: Tues/Thurs. 12:30-2 p.m. and MWF by appt.

Prerequisites: English 1301 or the equivalent

Instructional Materials:

- Sayre, Henry M., *The Humanities: Culture, Continuity & Change, Book 6.*

Course Goals:

- 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.
- As presented, its focus is contemporary and proceeds from readings of primary sources and survey of the 20th and 21st centuries; on-site visits to museums; architectural tours; artistic performances; and presentations. Special attention is given to community and global trends, particularly the relations of social and political well-being to human inter-subjectivity and creativity.

NOTICE ON CORE REQUIREMENTS AND THE HUMANITIES CORE: Humanities 1301 does *not* satisfy the HCC “Humanities” Academic Core requirement. It does fulfill the HCC Core “Multicultural Studies” requirement, the Workforce requirement for the Humanities, and the HCC “Elective” requirement. Students who are in doubt about their enrollment in this course should immediately seek advice from an HCC academic counselor who can review their AA-degree plan.

Prerequisites:

Must qualify to take college-level reading (or take GUST 0342 as a co-requisite) and qualify to take college level writing (or take 0310*/0349* as a co-requisite).

Course Goals:

This course investigates connections between individual human lives and a broad range of culture, aesthetics, and philosophy. (HCCS Catalog)

Student 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
- 5) **Justify** a sound philosophical position on a topic, or topics of contemporary human interest in the areas of human creativity and aesthetics, or aesthetic criticism that **Integrates** and **Logically Demonstrates** a **Synthesis** in thought.

Course Learning Objectives:

- 1.1 **Define/Identify** representative themes and developments in the humanities
- 1.2 **Identify** representative themes and developments in the humanities
- 2.1 **Discuss** representative terms, works, artists and figures in philosophy, literature and the visual and performing
- 2.2 **Review** representative terms, artists, works, figures, and artists in philosophy, literature and the visual and performing arts
- 3.1 **Analyze** representative terms, works, artists and figures in philosophy, literature and the visual and performing arts
- 3.2 **Relate** representative terms, artists, works, and figures in philosophy, literature and the visual and performing arts
- 4.1 **Assess** cultural creations (works) in the humanities
- 4.2 **Critique** cultural creations (works) in the humanities
- 5.1 **Create and cultivate** alternative philosophical positions on presented course content.
- 5.2 **Develop coherent arguments** for chosen positions, bringing to bear the rules of logic, written expression and disciplined thinking.
- 5.3 **Critique** chosen positions and adequately **defend** against possible objections, both theoretical and applied.

Course Description:

“An introduction to the arts and humanities. The course investigates the relationship between individual human lives and works of imagination and thought. Core Curriculum Course.”

Instructional Methods:

- Class Presentations and Discussions
- Field Trips
- Guest Speakers

CORE Curriculum Competencies:

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Student Assignments:

- 30% **Class participation** (attendance, preparation and *participation* in discussions) & daily quizzes and in-class projects (NO MAKEUPS).
- 30% **Two exams**, midterm and final (15% each).
- 40% **Two (2) field trips & written responses** to each of the experiences (15% each, picked from a variety of choices. Please consult "Field Trip section of syllabus).

Student Assessments and Instructor Grading Criteria

I grade by traditional letter grades ranging from A through F. The number equivalents are, for example, B+ = 88, B = 85, B- = 82, etc. The following descriptions indicate what I consider grade appropriate.

A (90-100%): The student demonstrates superior ability and originality, within the guidelines of the assignment. Thorough knowledge of the material is displayed. The quality of submitted work is consistently high with no stylistic or rhetorical errors.

B (80-89%): The student demonstrates above average ability within the guidelines of the assignment. Knowledge of the material exceeds basic requirements. The quality of submitted work contains few stylistic or rhetorical errors.

C (70-79%): The student presents work that adequately treats the assignment. Errors in proofreading, mechanics, style, and rhetorical devices appear.

D (60-69%): The student submits below average work that shows some misunderstanding of the assignment. The work contains repeated mechanical and stylistic errors, and poorly developed ideas.

F (0-59%): The student submits poorly edited, poorly planned, and poorly organized work with excessive stylistic and rhetorical errors. Submitted work does not follow guidelines of the assignment.

HCC Grading Scale:

A = 100 – 90
 B = 89 – 80
 C = 79 – 70
 D = 69 – 60
 F = 59 and below

HCC Policy Statements:

- **Learning Environment:** The instructor and the student share the responsibility of developing and maintaining a positive learning environment.

- **Academic Honesty:** According to the *Student Handbook* for the Houston Community College System, 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 test paper and using materials not authorized by the person giving the test.
 - Collaborating with another student during a test.
- **Plagiarism** means the appropriation of another's words or ideas and the unacknowledged incorporation of those words or ideas in one's own written work submitted for academic credit.
- **Collusion** means the unauthorized collaboration with another person in preparing written work submitted for credit.
- Possible **consequences** for scholastic dishonesty may include a grade of zero (0) for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.
- **Special Needs:**
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future students, scroll down the page and click on the words Disability Information.

Northwest ADA Counselor's Office @ Spring Branch Campus – 713.718.5422

- **Attendance/Withdrawals:**
 - Your in-class grade will suffer as a result of absences and late arrivals, and of course, your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower.
 - If a student misses more than 6 hours of class (i.e., more than 4 class sessions), the student may be dropped from the course.
 - There are no distinctions in college as to "excused" or "non-excused" absences.
 - Attendance is counted for every student from the official start date.
 - Chronic tardiness is disruptive, and will count as absences, at professor's discretion.
 - If you stop attending class, you must officially withdraw from the course before the withdrawal deadline. If you fail to do so, you will receive an "F" in the course instead of a "W."
 - The last day to withdraw is noted on the Official HCC Calendar. In 2007, the Texas Legislature passed a law limiting students starting college in Fall 2007 to no more than six total course withdrawals throughout their academic baccalaureate career. There may be future penalties imposed.
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- **Seeking Academic Assistance:**
 - **For Tutoring:** Please ask your instructor or counselor about opportunities for tutoring
 - **EARLY ALERT:** HCC has instituted an Early Alert process by which your professor will "alert" you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.

Week 10: October 30/November 1

- New York, the Great Migration, and the Harlem Renaissance
- All about Jazz.
- **2ND FIELD TRIP ESSAY DUE: Thursday, November 1st, at the beginning of class.**

NOTE: Last Day for Administrative/Student Withdrawals, Friday, November 2nd, by 4:30 p.m.)

Week 11: November 6/8

- WW II
- The “Isms”
- Art collides with politics

Week 12: November 13/November 15

- Existentialism, guest speaker
- Theatre of the Absurd

Week 13: November 20 (Thursday, November 22nd is Thanksgiving Holiday)

- Abstract Expressionism, canvas and sculpture

Weeks 14 & 15: 27/29 & December 4/6

- Hitchcock’s *Psycho* and its influence on film culture

Week 16: Tuesday, December 11. Class meets only for final exam.

- **Final Exam, Tuesday, December 11, 9 a.m.**

Humanities 1301 Field Trips:

Getting Out of that Comfort Zone

During the semester, you are required to take three “field trips” in Houston and to write a paper about each one. Since the purpose is for you to experience something new, pick places you haven’t been or experiences you haven’t had. **Your field trips must be chosen from three different fields (see listings below) and must be twentieth and twenty-first century work(s).** For instance, if you go the Museum of Fine Art (MFA), look at the work of modern artists; if you go to the Houston Symphony, make sure at least some of the program includes music written after 1900.

Visitations made before the beginning of the Fall 2012 semester cannot be the subject of a field trip assignment.

CHOICES:

Visual Arts

Museums & Architecture:

- The Museum of Fine Arts (MFA) (free admission on Thursday)
- The Contemporary Arts Museum (free admission)
- The Menil Collection and/or Rothko Chapel (free admission)
- The Craft Museum (free admission)
- The Holocaust Museum (free admission)
- James Turrell Sky Space, Live Oak Friends Meetinghouse, 1318 West 26th Street Houston, TX 77008, 713-862-6685 open Friday nights 20 minutes before sunset www.friendshouston.org/skyspace.html

Theater

Local Theater:

- Alley Theater: Houston has a wide variety of professional theaters, with the Alley being at the top.
- Smaller, professional theaters, such as “Stages.” In these, the experience is more intimate than at the Alley, but the quality of the performances is also excellent. A production staged at HCC is also acceptable, but a high school, church, or other non-professional production may not be used.
- The Wortham Center: for ballet or opera.
Whatever venue you pick, be sure that the work staged was written in or after 1900.

Poetry Readings or Author’s Talks

The Imprint series, the University of Houston Poetry Fest, and various Houston bookstores invite contemporary writers (and sometimes famous ones) to read and discuss their work.

Music

It’s tempting to go to a concert by your favorite singer or group, but field trips are all about new experiences. Try to experience live music that is new to you. Many Houston clubs and pubs offer jazz and/or blues music. The music department at HCCS-Northwest also has a jazz festival in the fall, and

the faculty and guest performers are excellent. Other more expensive possibilities are big name singers and groups visiting Houston, the Houston Symphony, SPA concerts, and the renowned Houston Opera. Again, just be sure the music is twentieth or twenty-first century.

If you are unsure that your pick is appropriate, speak with me about it.

Dance

Houston Ballet is nationally well-respected, and Houston plays host to visiting dancers and companies featuring many types of dance. SPA (Society for the Performing Arts) features a variety of dance troops. Consult the web for a schedule. If we are lucky, *Cirque de Soleil* will come to town during the semester.

Other

Check with me for approval if you'd like to visit a venue or opportunity that you don't see on this list.

Guidelines for the Field Trip Essay

(Note: These guidelines are firm. If they are not followed, you cannot receive credit for the paper.)

Length: 3 to 4 pages (700-1000 words). Papers under 650 words are not accepted.

Format: Typed, double-spaced, 9x11 paper. Any sources used must be acknowledged according to MLA format. If you use sources, be careful that you document appropriately. Plagiarism will result in a zero on the assignment with no chance for a make-up.

Required Content:

Although this is not a research project, it is sometimes helpful to find some information about what you are going to see/hear/experience. Quotations, paraphrases, and specific details derived from an outside source **MUST** be properly documented in MLA style. This includes information obtained on site, such as in a museum, from brochures, identification plaques, etc. If you don't know how to document sources so as to avoid the appearance of plagiarism, please see me. Plagiarism, intended or accidental, will result in a zero for the assignment.

You may wish to begin your paper with **(1) a detailed description** of what you saw/heard/etc. The body of your paper should always **(2)** focus on the parts or aspects that interested or surprised you the most for a **detailed analysis**. Concentrate your analysis on a few works of art or pieces of music or choreography that fascinated, intrigued, or revolted you. Do NOT give me a verbal map of the museum or theater unless it bears on your overall impression or relationship to the work(s) observed.

Along with the description and analysis, be sure to explain **(3) your response** (your feelings and thoughts) to the overall experience and to individual parts of it as well. You may include your responses throughout your paper or you may save them for the last few paragraphs. Whether you loved or hated what you saw or heard, give **specific examples** and **detailed explanations why** you reacted as you did. Be as analytical and inquisitive about your responses as you are about the art, museum, or performance. **(4) Be sure to save programs and tickets to prove your attendance. I may ask to see them.**

Whatever field trip you select, if you can, **(5)** tie what you experience to the content of this course. How does what we discuss in class inform your experience? How is going to an art museum or a ballet different from seeing a slide show or a video? How do the classroom material and the out of class experience reinforce or affect each other?

In general, your essay should be a reflective response combined with the analytical and critical thinking skills you've developed in English 1301 and/or 1302. You won't be graded on whether you liked what you experienced. You will be graded on how well you've followed the instructions, how thoroughly, thoughtfully, and skillfully you write of your experience.

Fair warning: Reserve time to edit and polish your essay for organization and correct usage. Carelessness will take a heavy toll on your grade. If you need help, go to the Writing Center on the 3rd floor of Katy Campus, right across the hall from the library. Kind, competent tutors are anxious to assist you.