

HUM 131: Cultural Connections Course Syllabus



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Important Notes:

- ✓ **Please use your JC email account when you email me, or I may not receive your message.** I am very conscientious about returning emails. However, I am not on-call 24 hours. I only check my email once a day. If you email me after 8:00 p.m., I will not see it until the next afternoon.
- ✓ **I accept NO assignments via email attachments.** You must submit a hard copy of assignments to me in person.
- ✓ **Any discussion of grades must be handled in person during office hours.**
- ✓ **In the case of instructor illness and unforeseen circumstances, such as weather emergencies, I reserve the right to make adjustments to any and all course sessions and scheduled assignments in order to accomplish the objectives and outcomes of this course.**

JC Course Catalog Description

HUM 131 Cultural Connections (3 Credits). This interdisciplinary course examines contemporary issues, their human and technological components, and their historical precedents through art, music, literature and philosophy. Prerequisites: ENG 085 and ENG 090

Text Book Zero Jackson College strives to make textbook purchases more affordable for students by offering digital options which we call **Text Book Zero**. This doesn't mean textbooks aren't needed. It means the textbook is available in a digital format (less expensive than a hard copy) and may be purchased in the bookstore. The choice is up to you.

Required Textbook: *Discovering the Humanities*, 3rd Edition (w/ REVEL Access Card and loose pages)_ ISBN: 9780134611211. This text is available to rent or purchase in digital format through the JC Bookstore. There is also a copy on reserve in William Atkinson Library on Central Campus.

Required Textbook: *Things Fall Apart*, Chinua Achebe ISBN: 9780385474542. This text is available for purchase in the JC Bookstore. It's also available in a digital format from several sources, including: amazon.com (Kindle,) audible.com (Audiobook), and barnesandnoble.com (NOOK Book).

I strongly suggest you have a 3-ring binder and dividers to keep track of your materials. It will help you stay organized, and you will do much better on the quizzes, reading responses, exams, the Cultural Event Essay, and the Final Presentation.

Important Note: Available to all JC Students: Get a complete version of the latest Microsoft Office (Word, Excel, and PPT) to use as long as you are a student here. **You must use your JC Student Account user name and password for this.** Go to: [Office.com/GetOffice365](https://www.office.com/GetOffice365)

General Education Outcomes (GEO) & Essential Competencies (EC): In coordination with JC's General Education Committee, the humanities faculty have adopted GEO #6 (Understand aesthetic experiences and artistic creativity) and GEO #7 (Understand and respect the diversity and interdependence of the world's peoples and cultures). These competencies are further articulated in the chart below:

Understand aesthetic experience and artistic creativity (GEO #6)

- Meaning and Understanding—Uses visual, musical, or literary vocabulary to identify works of art and organizes by basic historic and cultural influences;
- Analysis and Interpretation—Identifies methods of analysis and interpretation of works of art and uses genre-specific language to support critical reflection;
- Engagement—When prompted, engages in discussions of the creative, cultural, and historical contexts within which an artist works;
- Evaluation—Identifies the aesthetic standards used to make critical judgments in various artistic fields;
- Approaches works of creative expression with a combination of resistance and interest, disinterest and interest expressed in formal discussion or writing.

Understand and respect the diversity and interdependence of the world's peoples/cultures (GEO #7)

- Knowledge of, and regard for, groups with which one identifies—Identifies characteristics, values, and hallmarks of the groups to which one belongs;
- Knowledge of, and regard for, individuals from groups other than one's own—Identifies characteristics, values, and hallmarks of the groups other than one's own and articulates benefits of interacting with individuals from groups other than one's own;
- Knowledge of the importance of diversity—Defines various institutional systems and personal barriers that inhibit diversity such as racism, sexism, classism, ethnocentrism, privilege, etc.; classifies behaviors and structures that promote diversity and encourage global thinking; recognizes the ways in which, historically, cultures have mutually informed and enriched each other;
- Cultural Sensitivity—Utilizes vocabulary, behaviors, and practices that are culturally appropriate.

To Be Successful in This Class, You Must Accept and Live by the Following “House Rules”:

- Come to class regularly and expect to work in small groups on a regular basis;
- Put thought and energy into your assignments and turn them in on time;
- High grades are given for quality work, not simply turning things in; grades are based on quality;
- There's no credit for showing up; you're *supposed* to be here and get your work done;
- Be respectful of people, including me; if you're not, you will be asked to leave;
- For physically threatening and/or verbally abusive behavior, including racist/sexual/demeaning/hateful speech, security will be called—zero tolerance. Consult the Student Code of Conduct policy on our Website if you need clarification;
- If you know you won't be in class regularly, or you're planning a vacation in the middle of the semester, this is not the class for you; you might consider a hybrid or online course;
- There aren't excused absences in college; since you signed up for the class, you're expected to be here; if you make appointments during class time, what can and can't be made-up is dictated by these syllabus policies, not whether or not you have a good excuse—plan accordingly;
- **All techno-devices need to be turned off and put away when class starts. This means OUT OF YOUR SIGHT, NOT ON YOUR LAP, AND NOT ON THE TABLE.** When class begins, I expect you to take out ear buds, close laptops or notebooks, and put phones and hand-held devices away. **If you need to be on your device, leave the classroom and then return when you're finished.** If I see you texting or looking at your phone in class, you will receive a written penalty. There will be no discussion or negotiation about it. It's my call, so as long as your devices are put away, no worries. These penalties affect your grade: **Every written penalty you receive results in a deduction of 1% of your Final Grade.** This means if you receive ten penalties, your final grade will be lowered by 10%; twenty penalties, 20%. This adds up fast because you can receive more than one penalty on any given day. When I see you touching or even looking at your phone, it's a penalty. NO EXCEPTIONS TO THIS.

Important note: There is a tendency for people to say something is “not fair” when they don't like it. However, the principle of fairness is not based on whether or not we like something. The principle of fairness is based on whether or not rules are applied equally to all. My policies are fair because there are no exceptions to them. “House Rules” apply to everyone. Be sure you understand this.

Course Design This is a collaborative, student-centered course—not an independent study—in which every learner plays a part in exploring issues, questions, and texts through responses to assigned readings, to collaborative group discussions, to the Cultural Event Essay, and to the Final Presentation. Your ideas about the assigned readings, videos, and PPTs will be the fuel for class discussions, where your individual insights merge into group exchanges with your classmates and lead to greater insights about who you are and what you think about life.

I expect you to be an active member of our classroom community. This means you will read all assigned materials and hand in assignments by the due dates, add to the discussion (in a thoughtful, insightful way), and participate in the in-class activities. I also expect you to respectfully consider the insights and experiences of others in our classroom.

Important Note: It is a standard expectation that college students study two to three hours outside of class for every hour they are in class. **This means that for this class, you should expect to spend at least six to nine hours a week outside of class time for reading assigned materials, completing writing assignments, and preparing for quizzes and tests.**

Success Strategies The goal in a reading-based course is to actively read (comprehend) assigned texts. This is the #1 success strategy and involves much more than being able to read the words or



to look up the words you don't understand. I will provide a variety of active reading strategies to help you read and carefully think about assignments. Additionally, you will need to thoughtfully read the materials, so you're prepared for class lectures and group activities, and I expect you to have ideas in order to contribute to the classroom work.

What will help me assist your learning is for you to write down questions that occur to you as you read and view materials and ask those questions in class. That way, you will get your questions answered. You will have large reading assignments, and you need to stay actively engaged. Skimming and cramming won't work for this class. Also, in addition to actively reading assigned texts, you need to be prepared for quizzes and hand in assignments on time.

Grading Scale: Jackson College final grades are based on a 4.0 scale, with 4.0 being *Masterful*. You must earn a 2.0 in this class to earn credit for the class. Less than a 2.0 is considered failing. This means you will need to re-take the class and pass it before it meets pre-requisite requirements for other courses or for transfer to other colleges and universities. I have provided how the numeric grade equates to a letter grade, but you will see a numeric grade on your student record. Grading scale:

<u>% earned</u>	<u>Grade received</u>		
92-100	4.0 (A) =	<i>masterful</i> work	(superior; above and beyond what was expected)
86-91	3.5 (B+)		
80-85	3.0 (B) =	work completed correctly and well	
75-79	2.5 (C+)		
70-74	2.0 (C) =	mediocre work	
66-69	1.5 (D+)		
60-65	1.0 (D) =	unsatisfactory work	<i>If your final grade falls below 2.0, you earn no credit for the course</i>
55-59	0.5 (D-)		
54 and below	0.0 (E)		

Final Grade Criteria

500 Total Points

Attendance, Quizzes, and In-class Activities = 60% of your final grade

- Attendance/Participation (30 days @ 2 pts. each) 60 total points
Coming in late or leaving early FOR ANY REASON results in a 1-point deduction for that day.
 - Quizzes (14 @ 10 pts. each) 140 total points
Quizzes CANNOT be made up for any reason.
 - In-class Activities (10 @10 pts. each) 100 total points
These activities CANNOT be made-up for any reason.
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Exams = 20% of your final grade

- Midterm Exam (50 pts.) 50 total points
- Final Exam (50 pts.) 50 total points

No make-ups without documentation of a medical emergency, stating you needed to be absent on the day of the scheduled exam—NO exceptions.

Typed Reading Responses = 10% of your final grade

- Reading Responses (5 @ 10 pts. each) 50 total points

These written assignments cannot be turned in late and cannot be emailed to me. They must be turned in on the day they are due.

Cultural Event Essay = 5% of your final grade 25 total points

Final Presentation = 5% of your final grade 25 total points

Intermediate Grading: To comply with college policy and federal regulations, instructors are required assign a participation grade to you after approximately two weeks, five weeks, and eight weeks. The grades assigned are letters with the following meanings:

- **V:** Verifies that you are participating and your work so far has been acceptable.
- **H:** Means that you are participating, but your work shows that you may require help in order to complete the class successfully. If you receive an H grade, you will be contacted by the Center for Student Success and offered tutoring services. If you receive an H, your instructor can also file an “Early Retention Alert” which means your JC Navigator will be contacted, and then your Navigator will contact you.
- **Q:** means that you have effectively quit participating in the course. Jackson College instructors are required to drop students who are not producing work or attending class. Just showing up doesn’t count. For this class, students will automatically be dropped in the event of the following:

If you have been absent for 4 classes without medical or legal documentation stating you needed to be, you will be dropped from the course and will not be re-admitted. IMPORTANT NOTE:
Students own the responsibility of the effect of being dropped. Being dropped from the class may affect financial aid or housing status. If you are dropped, the drop status will NOT be changed because of its impact on a student’s financial aid, housing status, etc. Once Q’d, a student will not be re-added to the class.

IMPORTANT NOTE FOR HIGH SCHOOL STUDENTS DUAL-ENROLLED IN THIS CLASS: You cannot be Q’d. However, once you have 4 undocumented (non-medical) absences, you will need to withdraw from the class because you cannot continue. Failure to withdraw results in an automatic 0.0 failing grade. NO EXCEPTIONS! Also, going on vacation or missing for high school activities during the semester is not an “excused” absence. What credit you will miss is dictated by the policies in this syllabus.

COURSE WORK REQUIREMENTS

Attendance /Participation (30 class meetings; 2 points per day; coming in late or leaving early FOR ANY REASON results in a 1-point deduction)



Attendance means being in class—but participation is much more than simply attending class and sitting as a passive observer. Participation means active engagement with whatever is happening in class. This means actively responding to the issues and activities of this course. This includes having your homework done, so you have something to contribute each day. The success and liveliness of this class depends on your willingness to speak up, to ask questions, to share your thoughts, ideas and stories, and to help others. I will make every effort to accommodate you. In return, I expect you to make every effort to be prepared for class and ready to participate. If you fail to participate in class discussions and activities, this will negatively affect this portion of your grade. **Additionally, you can't make-up in-class work or activities for any reason—including illness. It's logically impossible to do this.** Finally, if you are absent, it is your responsibility to find out what you've missed from a classmate. You also need to check *JetNet* for any handouts or assignments I handed out in class. I *suggest that if you know you will have trouble getting to class on time and/or will be leaving class early on regular basis, for whatever reason—job(s), daycare, commuting problems, or other scheduling conflicts—you will want to drop this class and register for one that will better accommodate your schedule.*

Quizzes (14 total—10 points each)

I will tell you exactly what you need to know for the quizzes for two reasons: To give you a purpose for reading and to help you be prepared for the next class discussion. These are multiple choice and fill-in-the-blank. Quizzes are given in the first 10 minutes of class. However, once everyone has turned in their quiz, even if it's only been 5 minutes, the window to take it is closed and cannot be made-up. If you're on time, this won't be an issue for you. **Quizzes cannot be made-up for any reason.**

Reading Response Papers (Many are assigned; 5 must be turned-in—your choice—details provided in class)—10 points each

I will regularly assign reading response. However, you are not required to complete all of them. You must complete five, your choice. **You may submit only one per class period. Responses from earlier in the semester cannot be turned after the due date. More information will be provided in class. These cannot be turned in late, they cannot be “dropped off” to me before class nor emailed to me, nor put in my mailbox for credit. You must attend the full class on the days you submit a reading response to earn any credit. NO EXCEPTIONS to this.**

Exams (there are 2)—50 points each

There are two exams: a midterm and a final exam. The questions including multiple choice, identification, short answer, and essay questions. The final exam is cumulative (over the entire semester). All items on the exam will be based on the assigned textbook readings, assigned materials on *JetNet* (supplemental readings, videos, and PPTs), and in-class group activities. **The only way an exam can be made-up is in the case of a medical emergency with official documentation.** The make-up exam will be short answer and essay format.

Cultural Event Essay (details provided in class)—25 points

This will be due on a specified date and must be hand-delivered to me. It cannot be sent electronically, put in my mailbox, nor handed in by someone else. **If the essay is not handed in on the due date, it can be turned in one class day late, but will receive only half-credit of what was earned. Essay will not be accepted more than one class period late.**

Final Presentation (details provided in class)—25 points

This will be due on a specified date and cannot be made up for any reason since it will happen during the last week of the semester. NO EXCEPTIONS for any reason.

Extra Credit

Quizzes and in-class activities cannot be made-up for any reason. However, I understand that once in a while, events happen that are beyond our control. Because of this, I will provide one two-point extra credit question on the quizzes. In addition, you may turn in three additional Reading Response Papers for extra credit. This gives you an opportunity to make-up more than 10% of your final grade, i.e. the difference between a 3.0 and a 4.0, etc). **The extra credit reading responses cannot be done retroactively nor turned in late. Please note that this is a VERY generous extra credit policy.**

Important Note about Extra Credit Points: Extra credit only allows you to achieve the maximum number of points in any of the grading categories. You cannot earn more than 100% of the maximum points in either the quizzes or the reading responses. Anything over 100% will NOT be transferred into another category. For example, if you earn 50 points for the 5 reading responses and then do the 3 extra credit responses and get 30 points, the 30 points are lost. It's up to you to keep track of your earned points which you may access 24/7 on *JetNet*.

FOR YOUR INFORMATION

Center for Student Success

Located in BW 138, the Center provides tutoring and other services. Please call (796-8415) or visit for more information. The staff are there to help you succeed in your studies, so please do not hesitate to make use of this free resource for any of your classes.

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Checking Your Progress

You can always check your progress by accessing *JetNet*. You can access this from the JC Website. It will show what percentage of credit you have earned. Midterm final grades (0.0 - 4.0) are posted to your student account on *e-services*, accessible from the JC Website. Any discussion of grades must be done in my office. Because of FERPA, I don't discuss grades during class or via email.

COURSE POLICIES—No Exceptions to These—Read Carefully

Drop-In Office Hours

Research studies show that students who visit their professors during office hours generally perform better and receive higher grades. However, students have busy schedules (and lives) and often don't take advantage of office hours. In addition, some students are shy or intimidated at the idea of meeting one-on-one with their teachers. I understand this. However, I know that individual conferences are extremely beneficial. We can get a lot done if we meet and talk about your work. Many students are surprised (and relieved) at how useful these conferences can be. I hope you will take advantage of this service. My office hours are listed at the top of the first page of this syllabus. You simply need to let me know when you would like to see me during those times. If my office hours aren't convenient for you, I'm happy to arrange an alternative time to meet with you, scheduling permitting.

Printer Problems

PLEASE DO NOT WAIT TO PRINT OUT TYPED WORK RIGHT BEFORE CLASS, MAKING YOU LATE. IF ARE LATE, YOU WILL LOSE ATTENDANCE POINTS AND POSSIBLY QUIZ POINTS. PLEASE DON'T DO THIS TO YOURSELF. In order to do well in this class, having access to a reliable printer and being able to print out your work WELL BEFORE class starts is important. **Printer problems, whether it's accessibility or faulty mechanics, are never an acceptable excuse for not having work done.** I don't accept work via email attachments or on flash drives. You must have copies "in hand" when assignments are due. Plan ahead and plan accordingly. Also, if you're having any problems, including formatting documents, you'll need to get help from the JC Solutions Center, located on the second floor of William Atkinson Hall or The Center for Student Success, located in Bert Walker Hall, Room 138 on Central Campus. I cannot help you with tech support issues via email. Since your work is your responsibility, you will need to be proactive about this.

Classroom etiquette

I expect you to act like adults and be respectful of everyone—including me. Inappropriate behavior includes rudeness, whining, sleeping, swearing, acting out inappropriately, refusing to put electronic devices away, or doing work for other classes. If you are sleeping in class, I reserve the right to publicly wake you up. You are not mentally present if you are asleep, which means you can't contribute to the class. In instances of abusive and threatening behavior, you will be asked to leave, security will be called, and the incident will be reported to the Dean. Everyone has the right to feel safe, including me.

Incomplete grades—In accordance with the JC policy for incomplete grades, they only are granted to students who have a passing grade at the end of the semester and have an extenuating circumstance that precludes completion of the course. Official documentation of circumstance will be required. Incomplete grades can't be used by failing students as a "free pass" to retake a course for free.

Bringing children and guests to class—I realize that some of you may have children. There may be times when you need to be home with them on a class day. Unfortunately, children may not attend the class. Because they can be either adorable and/or unruly, they become a distraction. Additionally, friends and family may not join you in class. They will have to wait for you somewhere on campus. Only students who are registered for class may attend. Thanks in advance for your cooperation with this.

Academic Honesty—JC has an academic policy that is stated in your student handbook, as well as being posted on the JC Website. I adhere to the JC policy in this class. In essence, the policy requires that all work must be done by the student whose name it bears. It requires you not anyone in cheating, that you acknowledge all sources, that you not submit another's work as your own (plagiarism), either directly copied or paraphrased from another source, published or unpublished. If you commit plagiarism, it will result in a failing grade for that assignment, and is grounds for removal from the class. It can result in dismissal from the college. A clear case of plagiarism will be reported to the academic dean. Dismissal for dishonesty will affect ability to receive financial aid.

Complete Plagiarism: The submission of someone else's writing, whether purchased, borrowed, directly copied, or paraphrased, may result in a failing grade and can be grounds for removal from class. At any time, students must submit valid evidence that their written work is their own—and original. Any student who fails to submit this evidence when asked will be subject to penalties for violating academic honesty (see below).

Self-Plagiarism: This means recycling a paper or work from another course, also subject to all penalties.

Penalties: Faculty members who suspect a student of dishonesty may penalize the student by assigning a failing grade for the paper, project, report, exam or the course itself. The academic dean will be notified of the situation, and this information becomes a part of your academic record.

The full policy can be accessed at: <http://www.jccmi.edu/policies/Academics/>

Humanities 131 Assignment Schedule #1

Note: What's listed next to each date is due for that day

Quizzes, mid-term exam, and final exam cover reading assignments, lectures, PPTs, videos, in-class discussions, and in-class activities—in other words—everything.

W 9/6 Syllabus and House Rules
The Value of Studying Humanities PPT
5 Things You Value Activity—and “report out” (**10 points**)
Assignment Schedule #1
Assign homework

M 9/11

Actively Read:

- ✓ Syllabus and bring all questions
- ✓ Handouts: “What is Cultural Heritage?”
“The History of Art”
“Art History Timelines”

View and Take Notes on *JetNet* materials:

- ✓ PPT (see *JetNet*): *Introduction to Humanities*

During class:

What is Art? activity—and “report out” (**10 points**)
Reading Response Guidelines
Introduction to the Greeks and the Romans
What to know for next class’s quiz

W 9/13

Reminder: Quizzes are given at beginning of class and can't be made-up.

**Due: Reading Response Paper for Culture, Greeks and Romans
(if chosen)**

Quiz #1 (10 points): Culture, the Greeks, and the Romans

- ✓ **Review all handouts and PPT's from last week**
- ✓ **View and Take Notes** on all of the videos listed below (see JetNet for the video links):

- [Ancient Greek and Roman Culture and Art](#) (7 minutes)
- **Greeks Romans Vikings The Founders Of Europe** (50 minutes)
- **Ancient Rome** (13 minutes)
- **Age of Greece and look at Western Civilizations, especially philosophy** (22 minutes)

During class

Introductory Lecture about the Middle Ages, including the birth of Islam

Prepare for Small Group Presentations for next class:

- Group 1: Daily Life in the Middle Ages
- Group 2: Life for Men
- Group 3: Life for Women
- Group 4: Feudalism
- Group 5: Gregorian Chant
- Group 6: Paintings
- Group 7: Gothic Cathedrals

Assign Homework Reading

M 9/18

Due: Reading Response Paper for The Middle Ages (if chosen)

Actively read the information at the following link to give you an overview of The Middle Ages:

<http://www.history.com/topics/middle-ages>

Actively read (making notes) in textbook:

- ✓ The Rise and Spread of Islam, pp. 135 – 140 (up to *Islamic Africa*, p. 141)
- ✓ Continuity and Change: Byzantine Influences, p. 145
- ✓ Chapter 5: Fiefdom and Monastery, Pilgrimage and Crusade, pp. 147 – 148 (up to *Anglo-Saxon Artistic Style*, p. 149)
- ✓ Carolingian Culture, pp. 153 – 158 (up to *Monastic Music*)
- ✓ The Crusades, pp. 167 – 171
- ✓ Continuity and Change: The Gothic, p. 173
- ✓ Chapter 6: The Gothic and the Rebirth of Naturalism, pp. 175 - 205

Actively read and view (making notes) on *JetNet* materials:

- ✓ All documents, PPTs, and video links

During class

Middle Ages Group Presentations (10 points)

Medieval Symbols Collaborative Activity

Assign Homework Reading

What to know for next class's quiz

W 9/20

Due: Reading Response Paper for The Early Renaissance (if chosen)

Quiz #2 (10 points): The Middle Ages

Review all materials and notes from last week on The Middle Ages, including notes from the Middle Ages Group Presentations

Actively Read (making notes) in textbook:

All of Chapter 7: The Renaissance: Florence, Rome, and Venice

In-class Lecture: Renaissance Thought

Actively read and view (making notes) on JetNet materials:

- ✓ All documents, PPTs, and video links—note these videos are lengthy; you will need time to view them

During class

Assign Homework Reading

M 9/25 **NO QUIZ TODAY**

Due: Reading Response Paper for The High Renaissance (if chosen)

Actively Read (making notes) on text:

- Chapter 7 (*if you didn't read it fully for the last class*)
- Machiavelli's "The Prince" (handout)

Actively read and view (making notes) on JetNet materials:

- ✓ All documents, PPTs, and video links

During class:

Machiavelli's "The Prince" collaborative activity (10 points)

Be sure to bring your annotated copy to class—no notes on your copy or failure to have your copy in class = 5 pt. deduction

W 9/27

Due: Reading Response Paper for Reformation, Counter-Reformation and the Baroque (if chosen)

Quiz #3 and 4 (20 points): The Renaissance

Review all assigned materials and notes on The Renaissance, including textbook chapters and all JetNet PPTs and videos

Actively Read (making notes) in textbook:

- Chapter 8: Reformation in the North, pp. 249 – 275
- Chapter 10: Counter-Reformation and the Baroque, pp. 313 -331 (*stop at “Venice and Baroque Music”*) & pp. 333 – 341

Actively read and view (making notes) on *JetNet* materials:

- ✓ All documents, PPTs, and video links