



HUMANITIES 131: CULTURAL CONNECTIONS

Fall 2018

Sept 4 - Dec 20



Diego Rivera Mural: Detroit Institute of Art

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Course Texts



Culture and Values Cunningham, Reich, Fichner-Rathus E-text access card required. Publisher: Cengage.

ISBN-10: 1-337-29672-4
ISBN-13: 978-1-337-29672-4

Instructor provides access code to this course's version of the text at [this link](#).

Things Fall Apart, Author: Chinua Achebe. Publisher: Anchor. ISBN-10: 0385474547

Things Fall Apart is also available in a variety of digital forms online, including the [online virtual library](#).

The Course Description: Humanities 131 Cultural Connections: This interdisciplinary course examines contemporary issues, their human and technological components, and their historical precedents through art, music, literature, and philosophy.

During this semester, we will focus on and learn how to 'read' the creative expressions that stem from human beings living in the fourteenth through the twentieth centuries as they describe the world in which they—and we—live.



School of Athens by Raphael Sanzio

The Classroom Experience: This class is designed as an interactive classroom experience—not an independent study. The pace is fast and steady. Expect to spend at least 9 hours a week on this class. This time includes an expectation that you will log onto the course for assignment information, read weekly assignments in a timely manner and participate in discussion forums.

Course Structure: The course is presented in weekly units, each with a specific period for completion of assignments, discussions, and quizzes.

Course Delivery System: JetNet's course platform is MOODLE; it provides modules called "books." Assignments, lectures, supplemental readings, external links, tests, and due dates are posted in the book modules.

Use either Google Chrome, Firefox, or Safari with JetNet. Internet Explorer 9 will not provide optimum performance on JetNet.

Academic Outcomes:

- GEO 6: Understanding and appreciating aesthetic experience and artistic creativity. Learners will demonstrate proficiency:
 - Explaining historical, cultural, and social context of selected works of Western and Non-Western art, music, literature. **Measures:** Quizzes, Course Discussions and Cultural Event Project
 - Applying methods of analysis and interpretation, using discipline-specific language. **Measures:** Course Discussions

- Initiating and sustaining a discussion of the creative contexts within which artists and authors work. **Measures:** Course Discussions
- Articulating personal critique of artistic works based on aesthetic standards. **Measures:** Cultural event project and discussions
- Approaching works of creative expression with openness and interest; appreciating the world of creative imagination as a form of knowledge. **Measures:** Cultural event project and discussion
- GEO 7: Appreciating diversity. Learners will demonstrate proficiency:
 - Articulating and evaluating literary and artistic contributions of individuals from groups with which they identify. **Measures:** Discussions, quizzes
 - Articulating and evaluating the cultural contributions of individuals from groups other than one's own, recognizing and evaluating stereotypes. **Measures:** Discussions, quizzes
 - Identifying examples of ethnocentrism, oppression, and dominant group privilege; challenging barriers to understanding diversity; articulating benefits of interacting with individuals from groups other than one's own. **Measures:** Discussions of Achebe's *Things Fall Apart*, African culture and art through the centuries, and women's issues through the centuries.
 - Relating personal experiences that have led to embracing diversity. **Measures:** Discussions

Readings: You are responsible for reading and engaging the content of course. Good study habits include a preliminary reading in which you skim and scan the written material once. In the initial reading, take note of headings, color plate images, maps, time lines, and text box materials; focus in on the first and last sentences of longer paragraphs to grasp main ideas. Look for things you understand. Try not to bog down in difficult material. Focus on ideas you connect with in your first reading.

In your second reading, highlight pivotal passages or controlling ideas and make margin notes using key words and brief summary statements. Record questions raised for you by the materials. See if you can answer them by re-reading and/or bring the questions to our discussion boards. Look up unfamiliar vocabulary in the glossary or dictionary. Feel free to use the Internet to gain background information in areas that you find interesting or confusing, but be careful to use only websites with good authority such as those posted by Universities or Colleges; avoid personal websites and dot coms in general. Summarize your notes for yourself prior to moving to the online discussion. You will be asked to demonstrate knowledge of the texts in the discussion forums. Thorough reading and engaged study encourage thoughtful discussion and foster learning.

Reading Literature: The pieces selected for this course, especially the readings from the 13th-18th centuries, can be difficult; they may even seem like a foreign language to some readers. However, in their original forms (or even in a good translation) these pieces give us a flavor of the times in which they were created. They should also make you aware of how your current exposures to language influence the way you understand your world. For instance, we may read this excerpt from Hamlet by William Shakespeare, consider how you would 'translate' in order to understand the meaning within this text:

For who would bear the whips and scorns of time,

Th' oppressor's wrong, the proud man's contumely,

The pangs of despised love, the law's delay,

The insolence of office, and the spurns

That patient merit of th' unworthy takes,

When he himself might his quietus make

With a bare bodkin? Who would fardels bear,

To grunt and sweat under a weary life,

But that the dread of something after death,

The undiscovered country, from whose bourn

No traveler returns, puzzles the will,

And makes us rather bear those ills we have,

Than fly to others that we know not of?

As you can see, Elizabethan English seems like English, it contains words with which we are mostly familiar. However, some phrasing is not our phrasing and some words are not in our vocabulary. It may take you longer to read these earlier texts. Allot adequate time to tackle the assigned literature. Use a dictionary or your text's glossary when you encounter challenging terms (what *is* a 'fardel' anyway?).

Visual Images: We will spend much time with visual images. Consider the color plates, videos, panoramas, and slides to be as important as the written materials. Look at images carefully, read about them, and discuss them. As you spend time with the art, you will learn to 'read' it. Refer regularly to the text's Preface, "What are the Humanities and Why Study the Humanities" to help you develop a vocabulary for talking about art. MyArtsLab and other resources will help expand your experience with the class. Of course, there are countless websites for the material we cover in the class. If you choose to surf the web to find information, be careful to spend time only with credible web sources. Two useful websites for art and architecture are www.artcyclopedia.com and www.greatbuildings.com

Music: When you listen to the music selections, listen to them at least two times and listen for the characteristics that my lectures and the text chapters emphasize.

Musical selections are linked through YouTube; you need not purchase them. These links are posted in the assignment sections of the online unit books.

Discussions: Learning in this class depends heavily on discussion. Putting your ideas in your own words and from your own perspective is crucial. Each of us brings a wealth of personal experience to this course. Your ideas about the readings and visual materials are the fuel for our online discussions. It is my experience that reflective student comments often move the class to greater understandings and new perspectives.

There are two discussion forums in each unit. The first asks that you engage a concept related to the unit prior to studying. Learning theory tells us that we learn best when we connect what we know to new knowledge.

The second forum in each unit asks you to select and analyze an aspect of the arts using either aesthetic or cultural criteria. In this forum, you will present your ideas in a variety of ways, from use of smart art tools to essays. Critical thinking is promoted and polished work is valued and rewarded.

Because your success in the course is reading and writing based, I reinforce encourage the use of reading strategies such as identification of main ideas by previewing chapters' titles, headings, and images. After previewing read with a questioning mind, talk to the text, and try to find answers to your questions.

I am also committed to writing across the curriculum. Toward that end, you will practice and incorporate academic writing, including use of Standard English and basic essay form in all posts, and MLA citation and documentation, in your written work relying on sources. Expect to see requirements for written work posted in each discussion; you will notice that these requirements become more formal as the semester progresses.

Tests

Each week ends with a multiple choice/matching quiz over all assigned course materials (text readings, unit book readings, slide lectures, music and other links).

Participation Guidelines for Discussion Forums

Actively participate in discussions. To do this, create a substantive post for each of the discussion topics and reply to at least two other individuals in the forum using [balanced responding guidelines](#).

- Your initial post addressing the discussion prompt or assignment is worth a maximum of 60 points.
- Each response to a peer post is worth a maximum of 20 points.
- You cannot achieve more than 100 points maximum for any discussion

Each post should demonstrate your achievement of the participation criteria. Please respond to any follow-up questions the instructor directs to you in the discussion area. Posts are graded using the [discussion grading rubric](#).

Cultural Event Project: You are required to attend one cultural event — a concert, a theater production, a museum tour, a dance performance, a symphony concert -- of your choosing and on your own time. After you attend the event, I ask that you compose a formal three-page paper summarizing the event, making a claim about the event's connection to culture, supplying researched information in support of your claim, and expressing your aesthetic response to the event. Requirements that are more specific and a grading rubric for this project are in a separate document in the Course Materials folder and also linked here. Consider the cultural event your final exam.

Course Design and Navigation

JCC uses MOODLE for all distance learning classes. If you are not familiar with this delivery system, JC offers tutorials in the Student Union course (available in your "My Courses" block). These provide step-by-step instructions to complete many of the more common tasks in JetNet.

There is also a page of Frequently Asked Questions (FAQs) that may provide the answers that you are looking for. [Click here to view the FAQs.](#)

The course itself is designed to be offered in 16 weeks. The weekly overviews are open for your perusal; however discussions and tests are timed to open according to the course calendar. Each unit contains the following items which can be accessed in one click:

- A virtual book within which you will find unit outcomes, assignments, MyArtsLab links, lectures, study guides to help you think about the arts and specific topics, text or web pages with supplementary reading materials, external Links to supplementary materials
- Full class discussion forums
- Quizzes

For more extensive navigation information, go to the [Welcome, Continued](#) link (here or at the beginning of the course).

JC provides a Web Tools webpage with tools you may need to access information available on the College website, including distance learning pages. Please click on this [Web Tools](#) link for help finding browsers, document viewers, multimedia programs that open files with extensions and compressed files.

Please let me know how I can help you navigate this course.

For any questions, you can contact me through the HELP discussion board or by email at pursellkristind@jccmi.edu

You may view your course grades in this JetNet class by clicking on Grades in the left column of the course website. Be sure that the User Report tab is selected. You will see grades earned for all areas of the class—Weekly Discussion Forums (Participation), Quizzes, and Cultural Event.

Discussion Grading Rubric

This rubric is used to assess your posts in the discussion forums.				
Criteria	Minimal and Non-performance	Basic	Proficient	Distinguished
	Initial post: 0-41	Initial post: 42-47	Initial post: 48-53	Initial post: 54-60
	Responses to others: 0-13	Responses to others: 14-15	Responses to others: 16-17	Responses to others: 18-20
Demonstrates understanding of aesthetic experience, artistic creativity, and diversity as defined by GEO 6 & 7	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.

This rubric is used to assess your posts in the discussion forums.				
Criteria	Minimal and Non-performance Initial post: 0-41 Responses to others: 0-13	Basic Initial post: 42-47 Responses to others: 14-15	Proficient Initial post: 48-53 Responses to others: 16-17	Distinguished Initial post: 54-60 Responses to others: 18-20
Applies relevant course concepts, theories, or materials correctly.				
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Fails to employ balanced responding guidelines. Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts. Average use of balanced responding guidelines.	Collaborates with fellow learners, relating the discussion to relevant course concepts. Successfully applies balanced responding guidelines.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialog. Successfully applies balanced responding guidelines and extends the discussion.
Applies relevant professional, personal, or other real-world experiences that demonstrate outcomes defined in GEO 6&7	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialog.
Supports position with applicable knowledge	Fails to establish and support relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.
Employs Standard English, and when required, academic essay forms and MLA rules for citation and documentation.	Fails to employ Standard English grammar and structures. Essay form and MLA compliance are not present. Errors distract reading and meaning is incomplete or convoluted.	Employs basic rules of grammar and structures. Errors are present and may distract the reader. Essay forms and MLA compliance are below average.	Employs rules of grammar and structures with few errors. Essay forms and MLA compliance are good, but may need corrections.	Employs grammar and structures with few, if any errors. Essay forms and MLA compliance demonstrate excellence.

Progress Reports, Midterm, and Final Grades in E-Services:

The college requires instructors to report on learner progress four times during the semester. The first three reports indicate whether or not a student is succeeding in the course through the use of the following designations: V = verifies student is doing well (2.0 / attending class); H = student may be struggling in one or more areas (may have a non-passing grade); Q = indicates the student has exceeded the number of absences allowed in the class and is failing. The Q means a student has been dropped from the course. You can view your progress report in e-services. . In addition to the HQV progress reports, I post a numerical (0.0 – 4.0) mid-term grade in week eight and a final course grade at the end of the semester on your JC e-services webpage. Dates for HQV reporting are:

- 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.
- Q: means that you have effectively quit participating in the course. Jackson College is required to drop students who are not producing work or attending class. Just showing up doesn't count. You will automatically be dropped from the class if the following occurs: If you have not participated in discussions for two weeks. If you miss 4 non-consecutive discussion forums.

HQV Progress Report Dates

- **GRD1 is due 9/11/2018**

- **GRD2 is due 9/30/2018**

- **GRD3 is due 11/4/2018**

If you have questions about the HQV report, please feel free to ask.

- **Special Note to dual enrolled students:** Dual enrolled students cannot be dropped per the agreement with their schools. If I issue a Q, the student remains in the course unless he/she drops through his/her high school. I strongly recommend that dual enrolled students issued a Q drop Humanities. This can be done through the school counselor or dual enrollment guide. Dual enrolled students who do not pass the course will have to pay the school back for the course. No make up of past work is allowed for dual enrolled students who have earned a Q. If a student wishes to begin to participate and attempt a passing grade, they must do so by moving forward with assigned materials.

Final Grades are assessed as follows:

- Cultural Event Project 30%
- Quizzes 20%
- Participation in Discussions 50%

At JC, we record interim and final grades on a 4.0 scale, with 4.0 equating with proficiency. To help you to see where you are in the course, I have provided the following grade equivalencies for this course:

Percent		Numerical
Score		Grade
0 -59%	=	0 (recorded as E)
60-64%	=	.5
65-69%	=	1.0
70-74%	=	2.0
75-79%	=	2.5
80-85%	=	3.0
86-91%	=	3.5

92-100%	=	4.0
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Add / Drop Dates

- REFUND/DROP NO W :
- DROP WITH W :
- WITHDRAW LAST DAY :

If you decide to withdraw from the course at any time, contact student services and formally withdraw. This is especially important after the midterm grades are posted as your instructor is no longer able to drop you from the class. If you leave the course without withdrawing, you will receive a failing grade on your transcript. Failing grades are not good for your record when transferring, graduating, or looking for employment.

College Policies

Withdraw: After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services. Withdrawal dates are as follows:

- **REFUND/DROP NO W BY: 0/13/2018**
- **DROP WITH W BY: 9/14/2018**
- **WITHDRAW LAST DAY BY: 12/10/2018**

Instructor Withdrawal of Student. Per college policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor. See progress report information above.

Incomplete Policy: In accordance with JCC policy, an Incomplete or "I" grade is only issued to *students who have demonstrated good standing in the class and have a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.

Academic Honesty Policy JC has an academic honesty policy, which will be adhered to in this class. In essence, the policy requires that *all work must be done by the student whose name it bears.* The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>

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.

Self-plagiarism, otherwise known as recycling a paper or work from another course is also punishable with a failing grade. Students must submit valid evidence of writing process for each assigned formal essay.

Cases of plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean.

Course Policies

Online Activity (Attendance)

In order to be considered an active student in the class, learners must log into and participate in weekly discussions. Logging into the class without participating does not constitute activity and may be cause for the student to be withdrawn from the class.

If an extenuating circumstance prohibits discussion involvement for one week, the learner may contact the instructor to discuss the situation and make alternative plans. This must occur before or *as soon as possible* at the time of the absence. Extreme absences may require documentation if the learner wishes to avoid withdrawal (or to achieve reinstatement).

Instructor Withdrawal of Student. Per College policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor.

Electronic Submissions

The Cultural Event Assignment as well as any essays uploaded to discussion forums must be submitted either as a Microsoft Word document (.doc or .docx) or as a Rich Text Format document (.rtf.) If you are working with an older version of Microsoft Word, you may not be able to read docx documents. To open a docx, click on the document, save it to your computer, rename the document as it's name plus .doc . For example, paper1.doc. In the file window, select "All Files." You should now be able to open the document.

Late and Insufficient Work

Late work hurts your ability to be fully successful in the class and is a nuisance to your peers who count on you to be time.

Late Discussions: Late posts are downgraded one full grade. If you have an extenuating circumstance that necessitates a reconsideration of policy, please make an appointment to conference and discuss your situation.

Quizzes: Quizzes are set to close at 11:55 pm on the day they are due. Quizzes will not be reopened. If you have an extenuating circumstance that necessitates a reconsideration of policy, please make an appointment to conference and discuss your situation.

Cultural Event Project: This assignment is the capstone project for the class. A Statement of Intent stating the specific event you plan to attend, working thesis, and initial sources is due early in the semester. Events must be approved by your instructor. The assignment is available to students at the start of the semester and is due near the end of the semester (see calendar for specific date). The project may be submitted at any time during the semester.

Late Cultural Event Essays will not be accepted. If you have an extenuating circumstance that necessitates a reconsideration of policy, please make an appointment to conference and discuss your situation.

Insufficient Work: While you may not revise initial discussion posts for a regrade, you may demonstrate your learning and increase your grade by engaging further discussions.

Discussion Posts without Substance: Posts are graded according to the discussion grading rubric. Overly general, overly brief posts lacking academic substance may receive 0.0.

Research Practices

When conducting research that supports your discussion posts and Cultural Even Project, you must use academically credible sources. The JC Library provides a great advice for assessing source credibility on this page: <http://libguides.jccmi.edu/content.php?pid=490444&sid=4023571>

Wikipedia or personal blogs are not considered a valid resource for work in this class. Use of them will result in reduction of grade.

Instructor Availability: While online classes allow you to work at a variety of times, instructor availability is not 24/7. I try to respond to your questions or e-mails within 24 hours during the workweek (Monday – Friday). I will always respond within the week of your contact. While I work on weekends and evenings and may be online, I am not committed to responding to student requests at these times. I encourage you to use the course discussion HELP board to ask questions about the class or technology.

E-mail: Use JC student email to contact me. I respond to email that comes with student name, course name, number, and section of the course in the subject of the email. For example, Smith HUM 131.I1. I do not guarantee response to email sent without identifying information. By law, I cannot discuss your work in email messages to your private accounts such as Google or Yahoo.

Practice Netiquette: This term refers to basic politeness and professionalism while working in an online environment. If we follow these basic guidelines, we will be fine.

- When posting a response in the discussion, name the person to whom you are responding and summarize the idea to which you are responding. A simple indicator phrase like, "Sarah, you wrote that..." will help others follow your discussion thread.
- Be careful of your tone; it is carried in the words and structures you use. Readers cannot pick up inflections and do not see body language, so double up on respect.
- Address ideas not personalities. Critiques of peer works and disagreements with the writers' premises or outcomes are healthy aspects of academic discussion. However, it is not okay to judge or characterize the writer. Any critique you offer, whether positive or negative, must address ideas and be supported by evidence.
- Avoid judgmental or inflammatory language in your posts.
- Avoid stereotypes. This may require you to check some of your assumptions as you begin to discuss cultures, religions, regions, classes, and genders different from your own.
- Do not assume everyone in your class holds the same religious, political, or social values as you. Be mindful of diversity in the class.
- Avoid posting messages that are no more than gratuitous replies to replies.
- Respect copyright and intellectual property rules; if you borrow from someone else, even if you are quoting a peer in the class, be sure to give credit where credit is due.
- If you have a problem with another student or with your instructor, contact the instructor by email. Do not air your complaints in public forums.

Online discussion posts that fail to conform to netiquette will be deleted and may result in required conference with the instructor, grade sanctions, or a report to the Academic Dean.

FERPA

This course follows the FERPA law.

FERPA protects the privacy interests of students in their education records. It generally prohibits the disclosure of a student's personally identifiable information from education records without the consent of the parent/guardian or eligible student. An eligible student is one who reaches the age of 18 years old and/or attends a postsecondary educational institution, in which case the rights of the parent/guardian transfer to the student.

The U.S. Department of Education publishes a variety of FERPA compliance materials including a helpful FAQ located at <https://www2.ed.gov/policy/gen/guid/fpco/faq.html>.

FAQ number 7 is specific to Dual Enrollment:

If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parent/guardian still retains the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

Humanities 131

Course Calendar

Fall 2018

September 4 – December 20

Humanities 131 requires completion of 15 weekly units of study, including discussions, quizzes, and a cultural event project.

This calendar lists the dates for:

- Topics during weeks of study
- Suggested reading completion dates within each unit

- Discussion dates, required in each unit
- Quiz dates
- Cultural Event statement of intent for due date
- Cultural Event Project due date Please see the syllabus for a complete description of the cultural event statement of intent and project.

Please take note of all dates on the calendar. I encourage you to place due dates on your personal planner or calendar.

Reading: All reading, viewing, and listening assignments are posted in the weekly online unit books, *not on this calendar*. Each week you will complete text reading assignments, read instructor lectures, and conduct supplemental reading, listening, and viewing assignments, some of which can be accessed through the course text located in Cengage Publishing's MindTap website.

Reading / study time is estimated to be 4-6 hours per week. It includes 25-40 pages of text, plus PowerPoint lectures, and interactive videos/readings.

Discussions: Each week requires participation in two forum discussions that extend ideas being studied. Complete your responses to the first discussion early in the week; these responses normally require no reading. Participation in second discussion requires engagement of course materials. Engage the second discussion in the later part of the week.

Your initial postings in response to the discussion prompts need to come in on or before the final dates listed. You are encouraged to participate much more than the minimum, and may return to the discussion as many times as you like. Participation grades align with the course rubric that encourages thoughtful application course materials as well as the ability to create and sustain discussions with others.

Estimated discussion time (reading posts, writing posts, and responding to posts) is 2 – 3 hours per week.

Quizzes: Each unit ends with a quiz over the week's materials. Quizzes are untimed, multiple choice, matching, and short answer. You may take the quiz twice. Be aware that while I do not time the quizzes, JetNet, may 'time out' users if a page is left open for too long.

Estimated quiz time is 30-40 minutes per week.

Important Due Dates:

- **Discussion Post Timing:**
 - Complete small group discussions in Discussion 1 by Friday of each week. See the discussion for full details.
 - Post discussion 2 initial posts by Friday of each week.
- **Sept 17: Cultural Event Statement of Intent Due.** Upload this document to the Cultural Event Assignment file.
- **Oct 15:** Complete reading and viewing [Shakespeare's Hamlet](#) (linked here) for Week 7 Discussion. I recommend viewing the play on video as well as reading. You may rent the film or watch it [online at PBS Great Performances, Hamlet](#)
- **Nov 12:** Complete reading **Achebe's Things Fall Apart**. Discussion begins over chapters 1-13 of the novel Nov 12; discussion over Chapters 14-25 begins Nov 26.
- **Dec 17: Cultural Event Project Due**

Week 1: Sept 4-9

Course Introduction, Syllabus, Calendar

Assignments:

- Register with Cengage MindTap to access your text, *Culture and Values Volumes 1 & 2*.
- This week's text reading in *Culture and Values* is in Chapter 0, "The Arts: An Introduction." Read the Chapter through "An Exercise in Looking at Art." We will focus on Music and Literature sections later in the semester.
- Complete reading, listening, viewing assignments in Week 1 Assignment File prior to joining Discussion 3.
- The Week 1 Assignment File also includes the course syllabus, calendar, cultural event requirement, and technology information.

Discussions

- **Sept 4-9**
- **Discussion 1: *Introductions*** . Follow the discussion forum instructions. Initial posts are due no later than Friday.
 - **Discussion 2: *Instructor Expectations*** . Post a brief statement indicating you have read and understand the course syllabus. No peer response required. Posts no later than Sunday.
 - **Discussion 3: *What is Art?*** Follow discussion forum instructions. Reading is not required for participation in this forum. Initial posts are due no later than Friday.

[Help! Discussion](#) Post any questions about the course on the *Help Discussion*. This discussion will remain open for student use throughout the semester.

Week 2: Sept 10 - 16

Roots: Greco-Roman Backgrounds

Reading:

- Complete reading, listening, viewing assignments prior to joining Discussion 2.
- These assignments are listed in the Week 2 assignment file and include readings in *Culture and Values* chapters 3 and 4.

Discussions:

- **Sept 10-14.** Discussion 1 Why Study the Arts of the Past? Respond to at least two peer posts through the week. Follow discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements.
- **Sept 10-16.** Discussion 2 [Responding to Course Materials](#) ; reading needed. Follow discussion instructions. Minimum of 3 postings on at least 2 separate days is required. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend.

Quiz:

- Quiz closes Sept 16.

Week 3: Sept 17-23

Cultural Roots: The Flowering of Religion and The Early Medieval World

Cultural Event Statement of Intent Due

- Sept 17: Upload your Statement of Intent to the Cultural Event Assignment file. Do not click submit, as you will prohibit yourself from uploading the assignment later in the semester.

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These assignments are listed in the Week 3 assignment file and include readings in *Culture and Values* chapters 6, 7, 8, 9, 10.

Discussions:

- **Sept 17-21:** Discussion 1: "Religious Texts." _ Respond to at least two peer posts through the week. _ Follow discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements.
- **Sept 17 - 23** Discussion 2 [Responding to Course Materials](#) ; follow discussion instructions. Minimum of 3 postings on at least 2 separate days. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend.

Quiz:

- Quiz closes Sept 23

Week 4: Sept 24-30**The Early Italian Renaissance****Reading:**

- Complete reading, viewing, listening assignments prior to engaging Discussion 2.
- These assignments are listed in the Week 4 assignment file and include readings in *Culture and Values* chapters 11, 12.

Discussions:

- Sept 24-28: Discussion 1: "Truth and Beauty." _ Respond to at least two peer posts through the week. _ Follow discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements.
- Sept 24-30 Discussion 2 [Responding to Course Materials](#) ; follow discussion instructions. Minimum of 3 postings on at least 2 separate days. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend.

Quiz:

- Quiz closes Sept 30

Week 5: Oct 1-7**The High Renaissance****Reading:**

- Complete reading, viewing, listening assignments prior to engaging Discussion 2.
- These assignments are listed in the Week 5 assignment file and include readings in *Culture and Values* chapter 13.
- Heads Up! Week 7 is discussion of Shakespeare's *Hamlet: Prince of Denmark*. Be sure to have read and/or viewed *Hamlet* on video before next week. Plan three (3) hours.

Discussions~ there are two discussions in this unit

- **Oct 1-5:** Discussion 1: "Drawing Mona Lisa." _ Respond to at least two peer posts through the week. _ Follow discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements.
- **Oct 1-7:** Discussion 2 [Responding to Course Materials](#) ; follow discussion instructions. Minimum of 3 postings on at least 2 separate days. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend.

Quiz:

- Quiz closes Oct 7

Week 6 Oct 8-13

The Northern Renaissance and Reformation

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These assignments are listed in the online Week 6 assignment file and include readings in *Culture and Values* chapter 14.

Discussions:

- **Oct 8-12:** Discussion 1. Respond to at least two peer posts through the week. _ Follow discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements.
- **Oct 8-14:** Discussion 2 [Responding to Course Materials](#) ; follow discussion instructions. Minimum of 3 postings on at least 2 separate days. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend.

Quiz:

- Quiz closes Oct 14

Week 7: Oct 15-21

Shakespeare's *Hamlet*

Reading:

- Reading and/or viewing of Shakespeare's *Hamlet :The Prince of Denmark* is required for participation this week's discussion.
- The play and associated materials are listed in the Week 7 assignment file.

Discussions:

- **Oct 15-21:** Discussion 1. Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quiz:

- Quiz closes Oct 21

Week 8: Oct 22-28

The Baroque

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These assignments are listed in the Week 8 assignment file and include readings in *Culture and Values* chapter 15.

Discussions:

- **Oct 22 -26:** Discussion 1: "Applying Musical Elements." Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. Return to the discussion after reading to continue.
- **Oct 22-28:** Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quiz

- Quiz closes Oct 28.

In Week 12, we begin discussions of Achebe's novel *Things Fall Apart*. I recommend that you begin reading this novel at this time. You may also want to scroll ahead and look at some of the prompts associated with the novel, so you can think about them/make notes as you are reading.

Week 9: Oct 29-Nov 4

Enlightenment Thought and Woman, Revolutions, Rococo, Anti-Rococo, & Neoclassical

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These materials are listed in Week 9 assignment file and include readings in *Culture and Values* chapter 19.
- **Oct 29-Nov 2:** Discussion 1 "Rights and Responsibilities." Respond to at least two peer posts through the week. Follow discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements.
- **Oct 29-Nov 4:** Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quiz:

- Quiz closes Nov 4.

Week 10: Nov 5-11

Revolutions, Romance, Realism

Reading:

- Complete reading, viewing, listening assignments.
- These materials are listed in Week 10 assignment file and include readings in *Culture and Values* chapter 20.

Discussions:

- **Nov 5-9:** Discussion 1. Respond to at least two peer posts through the week. Follow discussion instructions. Reading is not required for participation in your first entry to this forum.
- **Nov 5-11:** Participate in Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quizzes:

- Quiz closes Nov 11.

Week 11: Nov 12-21**African Backgrounds, Imperialism, and *Things Fall Apart*****Longer Discussion Time Frame Leading Up To Fall Break****Reading:**

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These materials are listed in Week 11 assignment file and include readings in *Things Fall Apart* and *Culture and Values* chapter 18.

Discussions:

- **Nov 12-21** Discussion 1: *Things Fall Apart*. Chapters 1-13. Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend
- **Nov 12-21:** Participate in Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quiz:

- Quiz closes Nov 18

Week 12 Nov 21-25**Fall Break**

Week 13: Nov 26-Dec 2

African Backgrounds, Imperialism, and *Things Fall Apart* Continued

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These materials are listed in Week 13 assignment file and include completing *Things Fall Apart* and further readings in *Culture and Values* chapter 18.

Discussions:

- **Nov 26- Dec 2:** Discussion 1: *Things Fall Apart*. Chapters 14-25. Reading is required for this discussion. Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend
- **Nov 26-Dec 2:** Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quiz:

- Quiz closes Dec 2

Week 14: Dec 3-9

Impressionism, Post-Impressionism, and Early Modernism

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These materials are listed in Week 14 assignment file and include readings in *Culture and Values* chapter 21.

Discussions:

- **Dec 3-7:** Discussion 1: "Defining Modern" _ Initial post due in Discussion 1. Respond to at least two peer posts through the week. Follow discussion instructions. Reading is not required for participation in your first entry to this forum.
- **Nov 3-9:** Participate in Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quiz:

- Quiz closes Nov 9

Week 15: Dec 10-16

The Twentieth Century: The Harlem Renaissance, Modernism, Post Modernism

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2.
- These materials are listed in Week 15 assignment file and include readings in *Culture and Values* chapter 22.

Discussions:

- **Dec 10-14:** Discussion 1: "Harlem Renaissance." Respond to at least two peer posts through the week. Follow discussion instructions. PowerPoint viewing and lecture reference is required for participation in your first entry to this forum.
- **Dec 10-16:** Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Friday. A .5 point deduction may be taken for late posts. Continue engaging through the weekend

Quiz

- Quiz closes Dec 16

Week 16: Dec 17-20**Shortened Week; Last Day of Class is Dec 20****The Twenty-First Century: Contemporary Contours****Assignment Upload**

- **Due Dec 17:** Cultural event project. Upload your project to the Cultural Event Assignment File for course grade.

Reading:

- Complete reading, viewing, listening assignments prior to joining Discussion 2. These materials are listed in Week 16 assignment file and include readings in *Culture and Values* chapter 23.

Discussions:

- **Dec 17-20:** Discussion 1: "Share Summary of Cultural Event Project With Peers." Follow discussion instructions. Initial posts are due no later than Tuesday. A .5 point deduction may be taken for late posts. Continue engaging through Thursday December 20.
- **Dec 17-20:** Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Initial posts are due no later than Tuesday. A .5 point deduction may be taken for late posts. Continue engaging through Thursday December 20.

Quiz:

- Quiz closes Dec 20

Course Surveys

- **Please complete the course survey sent to your JC email as well as the brief survey posted in this class. Your responses help us practice continuous quality improvement for our programs and courses.**

