

## Cultural Connections

Humanities 131.I2

Spring/Summer 2020

**Number of Credits:** 3

**Contact Email:** pursellkristind@jccmi.edu

**Location/Venue:** Online

**Online Office Hours:** Big Blue Button: Mon 11-12 and by appointment

**Instructor:** Associate Professor Kris Pursell

**Contact Phone:** n/a

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### 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.

### Prerequisite(s)

ENG 085 and ENG 091.

### Course Goals

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.

**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 6-9 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. Remember, you are taking a course normally offered in 15 weeks, so our schedule moves quickly.

**Course Structure:** In this accelerated twelve week course, units are delivered weekly. The course is reading and writing intensive. There is a mid-term essay exam and a final Cultural Event Project, for which you want to start planning right away. Please see the Cultural Event Assignment description contained in this Unit Assignment File. **Due to COVID19 restrictions; virtual cultural events will be experienced this semester.**

**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 will not provide optimum performance on JetNet.

## Course Objectives

The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course objectives addressed in this class include the following:

### Academic Outcomes:

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- GEO 6: Understand aesthetic experience and artistic creativity. Learners will demonstrate core competency in the following areas:
  - 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; Midterm Exam
  - 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: Understand and respect the diversity and interdependence of the world's peoples and cultures. Learners will demonstrate core competency in the following areas:
  - 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

## Textbooks

*Culture and Values Vol 1 & 2* E-text access Card. Publisher: Cengage

Shakespeare's "Hamlet" via a course link (no purchase required)

*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](#).

**Text Book Zero!** This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.

## Extras

Access to Internet and a computer or smart phone is required. Have a back-up plan for technology failures.

## Grading Procedure

### Grading Scale

GPA	Grade Range
4.0	92-100%
3.5	89-91%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

## Failure

Students must achieve an overall average of 70% or 2.0 to pass this class. Lack of weekly participation can lead to failure. Plagiarism or cheating (see College Policies below) can result in failure.

### Final Grades are assessed as follows:

- Cultural Event Project 30%
- Mid-term Essay Exam 20%
- Quizzes 10%
- Participation in Discussions 40%

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

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. Please note that discussion points are cumulative within each forum. Until all posts are graded, you may see a partial grade.

**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. Consider the cultural event your final exam.

**Assessment: Quizzes, Mid-term Assessment: Essay, Final Assessment: Cultural Event Project**

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).

The midterm exam is an essay requiring you to apply concepts learned in the first half of the course to an analysis of a piece of literature (GEO 6)

Quizzes and informal discussion essays over THINGS FALL APART serve as the formal assessment of GEO 7

The Cultural Event Project serves as the final, formal assessment of GEO 6

**Participation Guidelines**

Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics and replay to at least two other individuals in the forum.

- Your initial post addressing the discussion prompt or assignment is worth a maximum of 60 points. Late initial posts are subject to a 5 point deduction from points earned.
- Each response to a peer post is worth a maximum of 20 points. Peer responses posted after the week ends are subject to a 5 point deduction from points earned.
- Points in discussions are cumulative; they will appear as partial grades until all of your posts have been assessed and received points.
- You cannot achieve more than 100 points maximum for any discussion
- **Posts that come in more than 1 day after a unit ends will not be graded**

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.

Read the assignment carefully prior to attending the event to help you take notes while at the event. Begin planning now!

**DISCUSSION RUBRIC**

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

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	Initial post: 0-41 Responses to others: 0-13	Initial post: 42-47 Responses to others: 14-15	Initial post: 48-53 Responses to others: 16-17	Initial post: 54-60 Responses to others: 18-20
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's 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.

## **Academic Honesty Policy**

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

**Plagiarism is defined as the failure to give credit for the use of material from outside sources.**

**Plagiarism includes but is not limited to:**

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

**Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:**

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical

Allowing your work to be submitted by others

## **Accessibility**

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

## Course Management and College 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).

### **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.

### **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 their [Research Process page](#), linked here for your convenience.

*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. I also hold Big Blue Button meetings/office hours.

**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.I50. 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.

### 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, 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
- A Midterm Essay Assignment File (Unit 6)
- A Cultural Even Assignment File (Unit 11)

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

### 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.*

## Late Work Policy

### 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.

#### Discussions

- Late Discussion Posts: Posts that come in more than 1 day after a unit ends will not be graded. Posts 1 day late 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.
- 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. Please refer to the grading rubric for more on how to earn discussion points.

Quizzes: Quizzes are set to close at 11:55 pm on the day they are due. Quizzes can be taken at any time up to the due date. 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.

Midterm Essay Exam: The midterm essay is submitted in an assignment file in Unit 6. The due date is listed on the course calendar. Late exams are not accepted.

**Cultural Event Essay:** This assignment is your final exam. It is available to students to review at the start of the semester; it is due in the last week of the course (see calendar for specific date), it may be submitted at any time during the semester.

- A Statement of Intent stating the specific event you plan to attend, working thesis, and initial sources is due early in the semester. See the calendar for Statement of Intent due date.
- Events must be approved by the instructor. **Due to COVID 19, all cultural event project must be virtual. See the list of approved events. If you have an event that is not on that list, talk with the instructor for approval.**
- 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.

**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:

- Census Date 5/27
- DROP with W 5/28
- WITHDRAW LAST DAY BY: 7/31

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..

**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.

- **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. No make up of past work is allowed for dual enrolled students who have earned a Q. Dual enrolled students who do not pass the course may have to repay the school for course tuition.

**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.

## Help

Available learning services or opportunities for students seeking help with their course work. May include information about tutors, learning centers, reserved library materials, counseling services.

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](mailto:pursellkristind@jccmi.edu)

## Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations.

Accommodations do not automatically carry over to the next semester. Please e-mail [JCCSS@jccmi.edu](mailto:JCCSS@jccmi.edu) or visit the [Accommodations for Students with Disabilities](#) web page

## Student Responsibilities

Requirements beyond scheduled classes or laboratories, e.g., clinicals, extra credit assignments, TBA sessions, field placement, special project instructions, contract learning conditions, study hours required outside class, unscheduled class meetings, attendance at concerts or other required events.

## Attendance- Participation Policy

For online sections:

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate *within the first couple days of the term* to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

## Caveat

A statement that advises students that some revisions may be necessary during the course. School closing policies, instructor illness and other procedural improbabilities are described for students.

## Calendar

*Calendar timelines and assignments are an approximation and could be changed.*

Your course calendar is your best friend in this fast-paced course. I recommend planning to engage the class at least five times a week: first on Monday and Wednesday, next on Thurs and Saturday, and conduct a final review of the unit requirements each Sunday.

**The Mid-Term is an Essay involving Shakespeare's *Hamlet*. Shakespeare's timeless ability to offer us themes of human experience will allow you to show off your ability to identify the connection between literature and culture. The Bard also invites an aesthetic response from his audience, so we will consider how his writing engages our empathic imagination.**

The Final Exam is the Cultural Event Essay Project. The assignment is posted in the Unit 1 Assignment File as well as in the Unit 12 Assignment File. You have the full semester to complete it. This final exam, please ensure that it demonstrates your understanding of the relationship / connection between the arts and culture.

**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. I encourage you to place due dates on your personal planner or calendar.

**Reading:** All reading 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. Quizzes cover the week's assigned course materials.

**Discussions:** Each unit requires participation in forum discussions that extend ideas contained in the unit. Participation occurs through length of unit. Please note that key postings 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. After meeting the minimums, discussion participation is graded on thoughtful application course materials ability to create and sustain discussions with others. A five (5) point deduction from earned points may be taken for late initial posts. Initial posts are those students first offer in response to a discussion prompt. Peer responses should be posted during the week in which the discussion takes place. Peer responses posted after the week closes out will experience a 5 point deduction from earned points.

**Quizzes:** Each unit ends with a quiz over the week's materials. Quizzes are multiple choice, matching, and short answer.

**Mid-term Exam:** Unit 6 culminates with a Mid-Term Essay Exam focused on Shakespeare's *Hamlet*. The exam assesses learner ability to recognize and discuss connections between the arts and culture.

#### **Important Dates :**

- **June 7:** [Statement of Intent for the Cultural Event Project](#) is due on or before this date. *Upload to the cultural event assignment file.*
- **June 22:** Complete reading [Shakespeare's Hamlet](#) for Unit 6. I recommend viewing the play on video as well. You may rent the film or watch it [online at PBS Great Performances, Hamlet](#)
- **June 28:** Mid-term essay exam due in Unit 6 assignment file. The exam assesses learner ability to recognize and discuss the connection between art and culture.
- **July 6:** Discussion begins over Chinua Achebe's *Things Fall Apart*. Discussion of this novel will unfold as follows:
  - 
  - July 6: Chapters 1-6;
  - July 13: Chapters 7-13;
  - July 20: Chapters 14-25.

Assessments in these weeks determine learner understanding of cultural difference and diversity.

- **Aug 3:** Cultural Event Project Due. The exam assesses your ability to recognize and discuss the connection between experienced art and culture. This project constitutes 1/3 of your grade for this class.

#### **Unit 1**

**May 18 - 24**

#### **Course Introduction, Syllabus, Calendar, Background Reading**

Reminder: You can post questions to the [Help! Discussion](#) throughout the semester. This discussions will remain open for student use throughout the semester

#### **May 18 -24**

- Register for *Culture and Values* Vols. 1&2 in Cengage Mindtap. Complete assigned readings in this e-text.
- **Read** Course syllabus, calendar, cultural event requirement, and technology information in Unit 1 Assignment File.
- **Read** this Unit's text reading in *Culture and Values* is :
  - 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.
  - Chapter 3: Read sections: Preview, Classical Civilization in Ancient Greece, The Classical Ideal, The Visual Arts in Classical Greece, Vase Painting, The Women Weavers of

Classical Greece, Philosophy in Classical Greece Socrates, Plato, Aristotle, Music in Classical Greece, Theater in Classical Greece ,

- Chapter 4: Read sections: Republican Rome, Roman Philosophy, Neo-Platonism
- Complete reading, listening, viewing assignments in Week 1 Assignment File prior to joining Discussion 3.
- **Discussion 1:** Unit 1 Discussion 1: *Course Introductions and Thoughts on Arts*. Follow discussion instructions. Reading is required for participation in this forum.
- **Discussion 2:** Post a brief statement indicating you have read and understand the course syllabus and materials.
- **Discussion 3** Responding to Course Materials: follow discussion instructions. Minimum of 3 postings on at least 2 separate days.
- **Unit 1 Quiz:** closes at 11:55 p.m. May 24

**Unit 2: May 25 - 31**  
**Cultural Roots: Judeo-Christian, Islamic, Medieval, Early Renaissance**

- Complete reading, viewing, listening assignments in Unit 2 Assignment File.
- Read chapters in *Culture and Values: Chapters 6, 7, 8, 9.1-9.4, 10.*
- **Discussion 1:** "Religious Texts." \_ Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. After engaging the assigned texts, return to Discussion 1 and complete the posting requirements.
- **Discussion 2:** Responding to Course Materials; follow discussion instructions. Minimum of 3 postings.
- **Unit 2 Quiz.** Quiz closes June 1 at 11:55 p.m.

Late posts result in a 5 point deduction.

**Unit 3: June 1 - 7**  
**The Early Italian Renaissance**  
**Cultural Event Statement of Intent Due June 7**

In Unit 5, we will be discussing Shakespeare's *Hamlet: The Prince of Denmark*. I recommend starting the play early: Shakespeare's [Hamlet](#) (linked here). **I recommend viewing the play on video as well.** You may rent the film or watch it [online at PBS Great Performances, Hamlet](#)

- Complete reading, viewing, listening assignments in Week 3 Assignment File. Read [Culture and Values](#) chapters 11, 12.
- Participate in Discussion 1: "Truth and Beauty." \_ Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. After engaging the assigned texts, return to Discussion 1 and complete the posting requirements.
  - Participate in Discussion 2 [Responding to Course Materials](#); follow discussion instructions. Minimum of 3 postings on at least 2 separate days.
  - Complete Unit 3 Quiz. Quiz closes June 7 11:55 pm.
  - Upload your Statement of Intent to the [Cultural Event Assignment file](#).

**Unit 4: June 8 - 14**  
**The High Renaissance**

In Unit 6, we will be discussing Shakespeare's *Hamlet: The Prince of Denmark*. I recommend starting the play early: Shakespeare's [Hamlet](#) (linked here). **I recommend viewing the play on video as well.** You may rent the film or watch it [online at PBS Great Performances, Hamlet](#)

- **Read, View, Listen to** assignments in Week 4 Assignment File and *Culture and Values* Chapter 13.
- **Discussion 1:** "Drawing Mona Lisa" Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. After completing reading return to the discussion and continue.
- **Discussion 2:** *Responding to Course Materials*; follow discussion instructions. Minimum of 3 postings on at least 2 separate days.
- **Unit 4 Quiz.** Quiz closes June 14 11:55 pm.

**Unit 5: June 15 - 21  
The Northern Renaissance**

- **Read, View Listen** to assignments in the Week 5 Assignment File. *Culture and Values* chapter 14
- **Discussion 1:** Northern Renaissance *Responding to Course Materials*; follow discussion instructions. Minimum of 3 postings on at least 2 separate days.
- **Unit 5 Quiz** closes June 21 , 11:55 pm

**Unit 6—June 22 -28  
Discussion 1 is weighted as the Mid-term Assessment  
Shakespeare's Hamlet**

- **Read:** Complete reading or viewing of *Hamlet*
- **Discussion 1:** *Hamlet*. Follow discussion instructions. Reading and/or viewing of the play is required for participation this discussion. This discussion is weighted as a mid-term exam.
- **Unit 6 Quiz.** Quiz closes June 28 at 11:55

**Unit 7: June 29 - July 5  
Shortened week  
Fourth of July Holiday July 3-5 no class assignments due  
Unit 7 stays open through July 5 for students if they wish to work  
The Baroque**

- **Read, View, Listen** to assignment in Unit 7 Assignment File; *Culture and Values* chapter 15.
- **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.
- **Discussion 2** *Responding to Course Materials*. Follow discussion instructions. Reading is not required for participation in the early portion of this discussion, but will be needed for the second portion.
- **Unit 7 Quiz** July 2 - July 5 closes at 11:55 July 5

**Unit 8: July 6 - 12  
Enlightenment Thought and Woman, Rococo, Anti-Rococo, &  
Neoclassical**

- **Read, View, Listen to** assignments in Unit 8 Assignment File and *Culture and Values* chapter 19.
- **Read** the first six chapters of *Things Fall Apart* by Chinua Achebe
- **Discussion 1** *Things Fall Apart* Chapters 1-6. Follow discussion instructions.
- **Discussion 2** *Responding to Course Materials*. Follow discussion instructions.

- **Unit 8 Quiz** July 12 closes at 11:55 p.m.

**Unit 9: July 13- 19  
Revolutions, Romance, Realism**

- **Read, View, Listen** to assignments in Unit 9 Assignment File; *Culture and Values* chapter 20.
- Continue reading *Things Fall Apart* Chapters 7-13.
- Participate in Discussion 1: *Things Fall Apart*. Chapters 7-13. Follow discussion instructions.
- Participate in Discussion 2 *Responding to Course Materials*. Follow discussion instructions.
- Complete Unit 9 Quiz July 19 at 11:55 p.m.

**Unit 10: July 20 - 26  
African Backgrounds, Imperialism, and Things Fall Apart**

- **Read, Listen, View** assignments in Week 9 Assignment File and *Culture and Values* chapter 18.
- Complete Achebe's novel "Things Fall Apart" Chapters 14-25.
- **Discussion 1:** "Final Discussion of *Things Fall Apart*." Follow discussion instructions.
- **Discussion 2** *Responding to Course Materials*. Follow discussion instructions.
- **Unit Quiz** July 26 11:55 p.m.

**Unit 11: July 27 - Aug 2  
Cultural Event Projects Due Aug 2  
Impressionism, Post-Impressionism, and Early Modernism**

- **Read, View, Listen** to assignments in Unit 11 Assignment File and *Culture and Values* chapter 21.
- **Discussion 1:** *Defining Modern*. Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. Reading is not required for participation in the early portion of this discussion
- **Discussion 2** *Responding to Course Materials*. Follow discussion instructions. Reading is not required for participation in the early portion of this discussion, but is needed for the second portion.
- **Unit 11** Quiz July 25 at 11:55
- **Due Aug 2:** Upload your cultural event project to the Cultural Event Assignment Folder in Unit 12. Reminder: this is your final exam, please ensure that it demonstrates your understanding of the relationship / connection between the arts and culture.

**Unit 12: Aug 3 - 10  
The Twentieth Century: The Harlem Renaissance, Modernism, Post Modernism**

- **Due Aug 3:** Cultural Event Project. Upload to Cultural Event Assignment Folder in Unit 12. Reminder, this is your final exam, please ensure that it demonstrates your understanding of the relationship / connection between the arts and culture.
- **Read, View, Listen** to assignments in Unit 12 Assignment File and *Culture and Values* chapters 22 & 23.
- **Discussion 1:** "Cultural Event Projects," Follow discussion instructions
- **Discussion 2:** *Harlem Renaissance*. Follow discussion instructions. Reading is not required for participation in the early portion of this discussion.

- **Discussion 2** [Responding to Course Materials](#). Follow discussion instructions. **combine these discussions**
- Complete Unit 12 Quiz Aug 9. Quiz closes at 11:55 p.m.
- Complete College Course Survey & The Course Evaluation located in Unit 12.