

Spring/Summer 2014

HUMANITIES 131: CULTURAL CONNECTIONS

Diego Rivera Mural: Detroit Institute of Art

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*When contacting me, Include HUM 131.11 and A SPECIFIC SUBJECT in the subject line
For example, "HUM 131.11 week three question." Your name also needs to appear on all attached documents. I may not reply to emails without subject or student name.*

Course Texts

- *Handbook for the Humanities Plus MyArtsLab* with e text. Publisher: Pearson. ISBN 0-205-94978-9
 - MyArtsLab, online resource center. **The pin for MyArtsLab comes with the text**
 - *Things Fall Apart*, Author: Chinua Achebe. Publisher: Anchor. ISBN-10: 0385474547

Other Resources

Slide lectures are uploaded to each unit of study. Please let me know if you have problems accessing them.

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

Technology: Tri-weekly access to a computer connected to the Internet, technical equipment compatible with JC's online delivery service, the ability to view the slide show presentations, the ability to play music on your computer are all minimum course requirements.

If you need help with the technology, technical support is available to you through the [JCC Solution Center](#).

The Course: 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.

Prerequisites: ENG 085, ENG 090 *you may meet this prerequisite based on your course placement, ACT score or successful college coursework. Visit the JC web site for current assessment options and requirements. College entry reading and writing abilities are expected skills in this course as well as basic technology skills.

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:

- ADO 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
- ADO 10: 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. Because your success in the course is reading and writing based, **critical reading strategies** such as identification of main ideas by previewing chapters' titles, headings, and images are encouraged.

Good study habits include a first or 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 what you do 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 reading carefully—if not, bring the questions to our discussion board), and look up unfamiliar vocabulary in the glossary or dictionary. Feel free to use the Internet (be careful to use only websites with good authority such as those posted by Universities or Colleges; avoid personal websites and dot com's in general) to gain background information in areas that you find interesting or confusing. 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 early ones, 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. Referring regularly to the text's Preface, "A Humanities Primer: How to Understand the Arts; Literary Analysis" pp. xxv, and working with a dictionary when you encounter challenging terms (what is a 'fardel'???) will help.

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 (and the occasional third) forum in each unit asks you to select and formally analyze an aspect of the arts using either aesthetic or cultural criteria. In this last forum, formal essay form is valued and rewarded.

I am committed to writing across the curriculum. Toward that end, Humanities students employ [expository essay form](#), Standard English grammar and structures in all posts, and [MLA citation and documentation](#) in all work incorporating sourced information. 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

Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics and reply 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.
- 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.

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
Demonstrates understanding of aesthetic experience, artistic creativity, and diversity as defined	Does not explain relevant course concepts, theories, or	Explains relevant course concepts, theories, or materials per ADO's 6 and 10.	Applies relevant course concepts, theories, or materials correctly per ADO's 6 and 10.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence per ADO's 6 and

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Criteria	Minimal and Non-performance	Basic	Proficient	Distinguished
	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
by ADO's 6 and 10 Applies relevant course concepts, theories, or materials correctly.	materials.			10.
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 ADO's 6 and 10	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.

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

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 four-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.

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 Score	=	Numerical 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

Work Policies:

Discussions: Discussion posts measure your understanding of and ability to apply course materials; they also extend the learning experience for everyone in the class. Late initial posts receive 10 point reduction from the earned grade; responses to peer posts receive a 5 point reduction from the earned grade. I accept late postings without penalty in extenuating circumstances. If you have such a situation, you must have a conversation with me in a timely fashion.

Quizzes: Offered at the end of each week, quizzes measure your understanding and knowledge of course materials; they are open for the week being studied and close on Sunday of that week at 11:55 p.m. I allow two attempts on the quizzes while they are open. I do not reopen quizzes.

Cultural Event: Because this assignment is posted at the first of the semester and is not due at the end of the semester, I do not accept late submissions.

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—although I often do (just do not plan on it). You will have written work graded within fourteen days (2 weeks) of submission. I encourage you to use the course discussion HELP board to ask questions about the class or technology.

Academic Honesty Policy: JC has an academic honesty policy, which we adhere to in this class. In essence, the policy requires that all work must be completed by the student whose name it bears and that all sources be correctly credited. In formal writing, when you directly quote or paraphrase materials from a text or online sources, you must include a parenthetical citation and a works cited page. In discussion, you must credit the source in the body of your posted entry and supply the website when appropriate. I require the use of Modern Language Association (MLA) guidelines for all documentation and citation. Plagiarism and/or submission of another's writing either directly copied or paraphrased may result in a failing grade and can be grounds for removal from class.

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.

Spring/Summer 2014 Course Calendar

May 27 – August 17

Humanities 131 requires completion of 12 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. 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, some of which will be accessed through the course's MyArtsLab.

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.

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

Important Dates :

- **June 9:** [Statement of Intent for the Cultural Event Project](#) is due on or before this date. *Upload to the cultural event assignment file; do not click 'submit for grading' or you will be locked out of the file and unable to submit your final project.*
- June 23: Complete reading [Shakespeare's Hamlet](#) for Week 5. I recommend viewing the play on video as well. You may rent the film or watch it [online at PBS Great Performances, Hamlet](#)
- **July 14:** Discussion begins over Chinua Achebe's *Things Fall Apart*. Discussion of this novel will unfold as follows: March 24: Chapters 1-6; March 31: Chapters 7-13; April 7: Chapters 14-25
- **August 10:** Cultural Event Project Due

Week 1: May 27-28

Course Introduction, Syllabus, Calendar

Assignments: Read course syllabus, calendar, cultural event requirement, and technology information. [Register for MyArtsLab](#).

Discussions: Enter the following discussions in the first week of class.

- **May 27-28 Introductions.** Follow the forum instructions.
- **May 27-28: [Instructor Expectations](#)** . Post a brief statement indicating you have read and understand the course syllabus.

Help! Discussion: Post questions about the course on the *Help Discussion*. This discussion remains open for student use throughout the semester.

Week 1 continued May 29-June 1

Reading:

- May 29-30: Complete reading, listening, viewing assignments. These assignments are listed in the online [Week 1](#) book.

Discussions:

- May 29-June 1: "What is Art?" Follow discussion instructions. Reading is not required for participation in this forum. Minimum of 3 posts.

- May 29-June 1: Participate in Discussion 2 *Responding to Course Materials* ; follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes June 1 at 11:55.

Week 2 June 2-8

Cultural Roots: Judeo-Christian, Islamic, Medieval, Early Renaissance

Reading:

- June 2-4: Complete reading, viewing, listening assignments. These assignments are listed in the online Week 2 book.

Discussions:

- June 2-4. Participate in 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. Minimum 3 posts.
- June 5-8. Participate in Discussion 2 *Responding to Course Materials* ; follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes June 8 at 11:55.

Week 3: June 9-15

The Early Italian Renaissance

Cultural Event Statement of Intent Due

- June 9: Upload your Statement of Intent to the Cultural Event Assignment file.

Reading:

- June 9-11: Complete reading, viewing, listening assignments. These assignments are listed in the online Week 4 book.
- In Week 6, we will be discussing Shakespeare's *Hamlet: The Prince of Denmark*. I recommend starting the play early by reading 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](#)

Discussions:

- June 9-11. 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. Minimum 3 posts required.
- June 12-15. Participate in Discussion 2 *Responding to Course Materials*; follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quizzes:

- Quiz closes June 15 at 11:55.

Week 4: June 16-22

The High Renaissance

Reading:

- June 16-18 : Complete reading, viewing, listening assignments by Sept 12. These assignments are listed in the online Week 5 book.
- Shakespeare's *Hamlet: Prince of Denmark*. Week 6 includes a discussion of this play. Be sure to have read and/or viewed *Hamlet* before March 10.

Discussions~ there are two discussions in this unit

- June 16-18: Participate in Discussion 1: "Drawing Mona Lisa" Follow discussion instructions. Read the lecture: "The Elements of Art" posted in the Week 4 assignment file prior to beginning to work in this discussion. Minimum of 3 posts.
- June 19-22. Participate in Discussion 2 *Responding to Course Materials* ; follow discussion instructions. Minimum of 3 postings on at least 2 separate days.

Late posts result in a 5 point deduction.

Quizzes:

- Quiz closes June 22 at 11:55

Week 5: June 23-29

The Northern Renaissance

Reading:

- June 23-25: Complete reading, viewing, listening assignments. These assignments are listed in the online Week 5 assignment file.

Discussions:

- June 23-25: Participate in Discussion 1 "Focused Response to Art." Follow discussion instructions. Minimum 3 posts.
- June 25-29. Participate in Discussion 2 *Responding to Course Materials* ; follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes June 29 at 11:55.

Week 6: June 30-July 3

Shakespeare's *Hamlet*

Reading:

- June 30: Complete reading of *Hamlet*. Assignments are listed in the online Week 6 assignment file.

Discussion:

- June 30-July 3. Participate in Discussion 1: *Hamlet*. Follow discussion instructions. Reading and/or viewing of the play is required for participation this discussion

July 4-6

Fourth of July Holiday

The course will remain open, but there are no assignments due over the holiday.

Week 7: July 7-13

The Baroque

Reading:

- July 7-9: Complete reading, viewing, listening assignments.

Discussions:

- July 7-9: Participate in 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.
- July 10-13: Participate in Discussion 3 *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.

Late posts result in a 5 point deduction.

Quizzes:

- Quiz closes July 13 at 11:55

Week 8: July 14-20

The Enlightenment

Rococo, Anti-Rococo, & Neoclassical

Reading:

- July 14-16: Complete reading, viewing, listening assignments, including the first six chapters of *Things Fall Apart*

Discussions:

- July 14-20: Participate in Discussion *Things Fall Apart* Chapters 1-6. Follow discussion instructions. Minimum 3 posts
- July 16-20: Participate in Discussion 2 *Responding to Course Materials*. Follow discussion instructions.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes July 20 at 11:55.

Week 9: July 21-27

Revolutions

Romance & Realism

Reading:

- March 31-April 3: Complete reading, viewing, listening assignments. Continue reading *Things Fall Apart* Chapters 7-13.

Discussions:

- July 21-27: Participate in Discussion 1: *Things Fall Apart*. Chapters 7-13. Follow discussion instructions. Minimum of 3 posts.
- July 23-27: Participate in Discussion 2 *Responding to Course Materials*. Follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes July 27 at 11:55.

Week 10: July 28-August 3

African Backgrounds, Imperialism, and *Things Fall Apart*

Reading:

- July 28-30: Complete reading, viewing, listening assignments. Complete Achebe's novel "Things Fall Apart" Chapters 14-25.

Discussions:

- July 28-Aug 3: Participate in Discussion 1: "Final Discussion of *Things Fall Apart*." Follow discussion instructions. Minimum of 3 posts.
- July 31-Aug 3: Participate in Discussion 2 *Responding to Course Materials*. Follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes Aug 3 at 11:55.

Week 11: August 4-10

Impressionism, Post-Impressionism, and Early Modernism

Cultural Event Project Due August 10

Assignment Upload

- Aug 10: Upload your cultural event project to the Cultural Event Assignment File

Reading:

- Aug 4-6: Complete reading, viewing, listening assignments.

Discussions:

- Aug 4-6 : Participate in Discussion 1: "Defining Modern" Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. Minimum of 3 posts.
- Aug 7-10: Participate in Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quizzes:

- Quiz closes Aug 10 at 11:55.

Week 12: August 11-17

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

Reading:

- Aug 11-13: Complete reading, viewing, listening assignments.

Discussions:

- Aug 11-16: Participate in Discussion 1: "Harlem Renaissance." Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. Minimum of 3 posts.
- Aug 11- 16 Participate in Discussion 2 [Responding to Course Materials](#). Follow discussion instructions. Minimum of 3 posts.
- Aug 11-16. Participate in Discussion 3: Cultural Event Projects," Follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes Aug 17 at 11:55.

Course Evaluation

- Complete the Course Evaluation

JetNet Course Navigation Information

A few words on the style, organization, and goals of the class:

A COLLABORATIVE LEARNING EXPERIENCE --not an independent study--

This class requires individual reading and regular threaded course discussion. Plan to spend at least nine (9) hours a week working with the materials and people from this class. Included in these nine hours is an expectation that you will log onto the course at least three different times a week (not all on the same day) to work with the course assignments and group discussions as well as spending individual reading and writing time.

Preparation is critical to success in the class. By reading and offering thoughtful responses to posted questions and to other students' thoughts, you evidence your preparation and your learning. By stretching your perspective, taking risks, and showing a willingness to think outside of the box, you show yourself to be an active learner.

The information below should help you get started.

Course Learning Management System

JCC uses MOODLE Learning Management System (LMS) for its 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.](#)

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.

Course Organization

The course is organized by weeks in weekly units preceded by an opening banner. The opening banner contains:

- The Welcome
- MyArtsLab login information ([register for MyArtsLab](#) by the middle of Week 1)
- The Help Forum
- The Course News Forum.

The opening course banner is followed by 12 weekly units that correspond with the course calendar and texts. These weekly unit areas of study are:

- Week 1: Course Introduction, Syllabus, Calendar
- Week 1: continued: Greco-Roman Backgrounds
- Week 2 ~ Judeo-Christian, and Islamic Cultural Roots, Medieval and Early Renaissance
- Week 3 ~ The Early Italian Renaissance
- Week 4 ~ The High Renaissance
- Week 5 ~ The Northern Renaissance
- Week 6 ~ Shakespeare's *Hamlet* / 4th of July Holiday
- Week 7 ~ The Baroque
- Week 8: ~ The Enlightenment; Rococo, Anti-Rococo, and Neoclassism
- Week 9 ~ Revolutions, Romance Realism
- Week 10 ~ African Backgrounds, Imperialism, and *Things Fall Apart*
- Week 11~ Impressionism. Post-Impressionism, and Early Modernism
- Week 12 ~ The Twentieth Century: The Harlem Renaissance, Modernism, Post Modernism

To enter the unit and see the unit book and discussion forums, you will need to click on the unit title.

The screenshot displays a course management system interface. At the top, there is a navigation bar with icons and buttons for 'News forum' and 'HELP!'. Below this, a central content area features a large blue arrow pointing to the title 'Week 1: Course Introductions'. Underneath the title is a small image of a group of people and the dates 'Aug 26-Sept 2'. A text box below the image states: 'This unit will remain open over Labor Day Holiday (8/31-9/2) for student use. Activity is not required over Labor Day Holiday.' To the right of the main content, there is a sidebar with the heading 'New forum posts' and a list of posts, including one by 'Zachary Morse' and another by 'Pursell'.

Weekly Unit Design

Weekly Banner

Each week begins with a banner reviewing the calendar items and due dates for that week.

Assignment Files

The banner is followed by an assignment file which contains unit objectives, reading, viewing, listening, lecture assignments, and discussion reminders. The icon for this file looks like a book.

- A 'book' (electronic file) containing detailed assignments, online lectures, templates, MyArtsLab and other external links, and grading criteria for the unit
- PowerPoint lectures
- Discussion forums
- Weekly Quiz

Discussion Forums

The discussion boards are the interactive portion of this course. Each weekly unit contains two discussion forums. Selected units may have three forums. Engage the discussion forums per the dates on the course calendar.

Weekly discussions are related to the materials in the course units. Discussions begin with prompts that are posted in the unit forums.

Check your unit assignment for minimum posting requirements. Unless otherwise instructed, please plan to post a primary response of at least 250 words to each discussion forum. Plan to post at least two responses to peer posts in each forum. Peer responses should be at least 100 words in length.

Credit accrues to those who engage the discussions with others thoughtfully and throughout the unit. Meeting minimum posting requirements will not automatically equate with a 4.0. The thought behind your postings and your engagement of others in discussion is what matters.

Please see the grading rubric in the course syllabus for specific criteria used to assess your forum posts.

Quizzes

Each week closes with a quiz over course materials. Quizzes will be open for two days and will allow for two timed attempts.

Other Navigation Information

Scroll: Users can navigate the course by scrolling down and through units of instruction, located in the center column of the course view. Find the scroll bar on the far right of the course screen.

Left Menu Bar: The left menu bar on the left hand side of Humanities course screen will take you to specific units of instruction. The left menu column also offers an Administration menu; use this to check your grades or update your profile. This menu also offers an [Activities](#) menu; use this to navigate to specific books, forums, quizzes, and assignments in the class.

Right Menu Bar: The right column Menu offers links to JCC email, notice of upcoming 'events' (due dates), and news items posted by the instructor.

Intra-Course Links: Navigational links are provided throughout the course; these appear as underlined portions of text of a different color. Links provide another navigation option for those who wish to use them. When you use a link, click the back arrow button to return to the previous page.

External Links: I make use of Pearson's MyArtsLab, a publisher site offering e-text and audio text versions of *Handbook for the Humanities*, as well as extended audio, video, and textual experiences. Login information and links to this site are provided in the file MyArtsLab file, located directly below "Welcome Continued" on the main course page.

MyArtsLab Registration Instructions

The following instructions are also posted in the course's opening banner.

MyLab Student Registration Instructions

To register for HUM 131-I50 Prof. Pursell:

1. Go to pearsonmylabandmastering.com.
2. Under Register, click Student
3. Enter your instructor's course ID: pursell18155, and click Continue
4. Sign in with an existing Pearson account or create an account:
If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password.
Click Sign in If you do not have a Pearson account, click Create. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor's online course:
Use the access code that came with your textbook or that you purchased separately from the bookstore. Buy access using a credit card or PayPal. If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click Go To Your Course on the Confirmation page. Under MyLab & Mastering New Design on the left, click HUM 131-I1 Prof. Pursell to start your work.

To sign in later:

1. Go to pearsonmylabandmastering.com
2. Click Sign in
3. Enter your Pearson account username and password. Click Sign in
4. Under MyLab & Mastering New Design on the left, click HUM 131-I1 Prof. Pursell to start your work.

Additional Information

See Students Get Started on the Pearson website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access

Outcomes: Measures for ADO 6 and 10

See the External Links contained in this Cultural Event assignment for options; please recommend events or places you know of in the cyber cafe for others.

As part of this course, you are required to attend a presentation, performance or visual arts exhibition of your choice and write a 4-page paper about the experience. You must attend the event during this semester. Previously attended events do not qualify for this assignment. Specific criteria for this assignment follow.

Cultural Event Opportunities

For the purposes of this class, a cultural event is defined as a visit to a museum or gallery or attendance at a play, a concert, or a poetry reading. If you would like to use an event that does not conform to these general categories, consult me prior to attending. Videos, movies at a movie theater, and sporting events are not applicable for this project.

There are many local cultural opportunities. Many of them are free or low cost, including JCC theatrical & musical offerings.

Jackson's [Ella Sharp Museum](#) offers exhibits and events and the [Jackson Symphony Orchestra](#) performs regularly in Jackson.

Live performance theater, musical opportunities, museum and gallery showings are abundant in [Jackson](#), Ann Arbor --check out [The Ark](#) and [UofM events](#), Lansing -- see [MSU's arts/theater pages](#), [Wharton Center](#) in Lansing. Do internet searches of cultural events in your town or area.

Local theaters include the [Boar's Head](#) in Lansing, [The Purple Rose](#) in Chelsea, the [Croswell Opera House](#) in Adrian provide a variety of stage & musical productions.

Michigan's museums include

- [The Detroit Institute of Art](#)
- [Other Detroit Museums](#)
- [Ann Arbor museums and galleries](#)
- [Six Grand Rapids Museums](#)
- [Lansing Museums](#)

You can also check with the [Michigan Council for the Arts](#) for information pertaining to events.

If you live in an area beyond Jackson, please research the opportunities in your area. If you need help, contact me. Include where you live and your areas of interest in your request for help.

The most important idea to remember when selecting a cultural event is that you choose an event that interests you.

The goal of this project is to have you apply what you are learning about how to view and think about human creative expression. It is one way I have of assessing your learning. As such, it is not a pure research project, although research is required to support your thesis.

Statement of Intent: Prior to writing your paper, you must submit a Statement of Intent for approval. Because pre-planning is important, I expect you to select an event soon and let me know what it is and your vision for your project. See the Course Calendar for the final due date for your statement of intent. The statement of Intent is comprised of three parts. They are:

- **The subject of your project:** name your chosen event, date you intend to attend the event, and venue for the event.

- **The thesis of your project:** articulate the focus/angle of your approach to this event. This requires you to do some 'pre-thinking' about the event. If you are attending a performance, read about it before attending. If you are going to a museum, be familiar with the museum's collections prior to going. This way, you can plan the focus of your trip. For instance, if you visit the Detroit Institute of Arts, you may want to focus on Diego Rivera's fresco cycle titled *Detroit Industry* and focusing on how the mural's subject and message reflected Detroit when Rivera created the frescos as contrasted by the connection between Detroit and Industry today.

Your thesis is subject to change once you have attended the event, but I want to see that you are thinking about a way of engaging the event prior to attending. If you need to update your thesis once you attend the event, send me a revision of the statement of intent.

- **At least two sources you intend to use in support of your thesis.** This short source list proves that you have conducted initial research into your thesis, and that you can find sources to support your claims. Provide the appropriate bibliographical/citation information for these sources in your statement of intent (I need to be able to access them if I want to).

The statement of intent may be submitted at any time during the course of the semester prior to the due date posted on the course calendar.

After your Statement of Intent is approved, you will attend the event and write a **4-page typed paper** that includes the following elements:

1. **A summary & description of the event.** A summary states the main point, idea, genre, period and/or style of the event/artistic experience and briefly relates 2-3 main ideas, parts, or sections from the event that stand in support of this main concept. The summary should be no more than ½ - one full page of your paper. If you attend a concert or visit a museum, please select specific pieces of music or art that grabbed your attention and discuss how they reflect the aesthetics of the larger event.

2. **A thesis focusing on the work/event's connection to culture.** Show how aspects of the work reflect cultural ideas and attitudes of the time in which it was created or show how the work connects with contemporary ideas, values, and beliefs. For instance, a student who attended *Escanaba in da Moonlight*, Jeff Daniel's comedy playing at Detroit's Gem Theater, explored the elements of comedy

& how Daniel's uses them to turn an evening in a yooper deer camp into a sidesplitting theatrical evening for mid-western audiences. Another student attended a Blink-182 concert and focused on the lyrics of *Adam's Song*, discussing why they and other Blink—182 songs resonate with so many youths. Students who attend the symphony, a dance concert, or a museum investigate the artist's vision as it reflects or influences the culture in which it was created OR why it continues to resonate with 21st century audiences.

3. Additional information about the event. This is the research component of your cultural event project. Research must support your thesis. The most effective thesis will be one that offers an interpretation of how the work connects to culture. Research may also offer additional information about your subject in terms of style or artist—however, you are cautioned not to rely too heavily on source material that offers standard critical commentary on a work of art.

- Your research should include at least three academically sound sources. Encyclopedias such as Wikipedia and Encarta may not be used as primary resources.

- Research the work of art, not the artist's life. Biographies will not be graded.

- **Apply Modern Language Association rules** for citation and documentation. This means I expect properly formatted parenthetical citations for paraphrased and quoted material and a complete Works Cited page.

- Be sure to connect your critical analysis of an artistic style to the culture in which it was created or to our current culture. Use critical commentary and biographical information to develop your thesis.

4. Your response to the aesthetic qualities and your evaluation of the event. Discuss why you feel as you do about your chosen event and its connection to culture. *Please consult your text's Preface for ways of discussing the arts.*

The Cultural Event paper may be submitted any time after approval of your statement of intent; it must be submitted prior to the final due date on the course calendar.

Grading Rubric for the Project:

- 5% Statement of Intent
- 20% Summary of the event
- 50% Discussion of work's connection to culture and supporting research.
- 25% Your aesthetic response to and evaluation of the event.

92-100% = 4.0

86-91% = 3.5

80=85% = 3.0

75-79% = 2.5

70-74% = 2.0

65-69% = 1.5

60-64% = 1.0

Below 60% = 0

Deductions:

- Less than 4 pages will result in a letter grade deduction of .5
- Incorrect source citation and documentation will result in letter grade deduction of .5

Academic Honesty

As stated above, this project requires research. You are required to cite and document sources according to the Modern Language Association (MLA) rules for documentation and citation. Paraphrased, summarized, and quoted material obtained from sources must be documented.

A cultural event submitted without documentation and citation will receive a 0.0

Balanced responding refers to the form your peer responses will take. That form is easy enough to remember:

- Offer at least one compliment and one suggestion, question, or request for elaboration that will lead to further thought and discussion.
- Strive to offer honest, balanced, specific, and thought provoking feedback to your peers. If you are unsure as to how to begin such a response, see the Hints for Offering Compliments and Suggestions segment below.

Assumptions

1. Everyone is both teacher and learner.
2. Balanced responding involves critical thinking and is as useful for the giver as it is for the receiver.
3. Balanced responding serves to extend and enhance discussion and hone your skills in giving feedback.
4. Peer feedback can be powerful, sometimes even more powerful than instructor feedback.

Balanced responding Guidelines

1. The receiver of feedback is free to accept or reject it.

2. Suggestions you receive are not part of the course assessment process; you are not graded on whether you accept or reject comments from others. You are, however, assessed on whether or not you give assigned feedback to your peers.

Hints for Giving Compliments and Suggestions

Compliments are generally easy to offer, particularly when they are the simple pat on the back, 'good job' type. However, these are not the compliments we will be making in Humanities 131. Bland and non-specific feedback is neither helpful nor meaningful. Your job when giving compliments and suggestions is to take the conversation further and state why you enjoyed, agreed with, found interesting a peer's posting.

Summarize the concepts with which you agree and say why you feel as you do. Offer reasons for your response either with specific references to course material or with a personal experience that clarifies your response. Either way, be sure that your response offers reasons for confirming or making suggestions about your peer's point.

Try to remember that suggestions can take the form of referring the reader to other source materials that might interest him/her. Suggestions are not always criticisms, and they are never to be negative or harmful. In academia, we critique in order to learn and grow. So, your suggestions can take the form of:

- Additional content information.
- A life experience that is an exception to the ideas posted.
- A question regarding the content.
- Additional resources you think would be of interest to the learner.
- An alternative perspective you think would add to the range of ideas being shared.
- A request for more information if the learner did not address the discussion question or all of its elements.

When to Use Balanced Responding

Not every response to another learner has to follow the balanced responding format. Balanced responding should be used when discussion instructions specifically request it. Other times, you may just wish to acknowledge an interesting post with a word of praise or offer other types of comments.

It is also fair to apply balanced responding in your responses to your instructor's postings.

Benefits of Balanced Responding Feedback

This responding model helps focus participants on productivity in discussion. When discussions take place in a safe and positive environment where trial and error is encouraged, learning thrives. As you use this form, consider how you are part of strengthening your learning community through focused, honest feedback, given in a constructive spirit.

I hope that balanced responding enhances your learning goals by helping you engage this experience, share your thoughts and experiences, expand on ideas, foster critical thinking, and learn from multiple perspectives.

Tips for Academic Reading and Writing

Links to Tips for

- [writing essay exams](#)
- [reading critically](#)
- [writing summaries](#)
- [producing academic writing](#)
- [expository essay form](#)
- [grammar handbook](#)

All work completed in this course must belong to the student; any material gathered from resources must be appropriately cited and documented using Modern Language Association formatting. Please follow this link to [MLA](#) rules for help citing and documenting your sources.