

Fall 2014

HUMANITIES 131: CULTURAL CONNECTIONS



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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 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.

- 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	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
Demonstrates understanding of aesthetic experience, artistic creativity, and diversity as defined by ADO's 6 and 10 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 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 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.	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.

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
	Errors distract reading and meaning is incomplete or convoluted.			

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.

Fall 2014 Course Calendar



September 22 - December 14

Humanities 131 requires completion of 12 weekly units of study. Units consist of reading, viewing, and listening assignments, discussion forums related to course materials, and quizzes covering weekly materials.

A cultural event project is due at the end of the semester; this capstone project requires you to identify an event to attend, submit a statement of intent identifying the event and your working thesis, and submit the final project as the capstone or final assessment in Humanities. The cultural event and attendant statement of intent are explained in the course materials.

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 :

- **Oct 6:** [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.*
- **Sept 17:** Complete reading [Shakespeare's Hamlet](#) for Week 6. I recommend viewing the play on video as well. You may rent the film or watch it [online at PBS Great Performances, Hamlet](#)
- **Nov 10:** Discussion begins over Chinua Achebe's *Things Fall Apart*. Discussion of this novel will unfold as follows: **Nov 10-16:** Chapters 1-6; **Nov 17-23:** Chapters 7-13; **Nov 23-25** (short week!); **Chapters 14-25**
- **Dec 7:** Cultural Event Project Due

Week 1: Sept 22-24

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.

- **Sept 22-24 Introductions.** Follow the forum instructions.
- **Sept 22-24: [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 Sept 24-28

Reading:

- Sept 24-25: Complete reading, listening, viewing assignments. These assignments are listed in the online [Week 1](#) book.

Discussions:

- Sept 24-28: "What is Art?" Follow discussion instructions. Reading is not required for participation in this forum. Minimum of 3 posts.
- Sept 25-28: 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 Sept 28 at 11:55.

Week 2 Sept 29-Oct 5

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

Reading:

- Sept 29-Oct 1: Complete reading, viewing, listening assignments. These assignments are listed in the online Week 2 book.

Discussions:

- Sept 29-Oct 1. 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.
- Oct 2-5. 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 Oct 5 at 11:55.

Week 3: Oct 6-12

The Early Italian Renaissance

Cultural Event Statement of Intent Due

- Oct 6: Upload your Statement of Intent to the Cultural Event Assignment file.

Reading:

- Oct 6-8: 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:

- Oct 6-8. 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.
- Oct 9-12. 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 Oct 12 at 11:55.

Week 4: Oct 13-19

The High Renaissance

Reading:

- Oct 13-15: 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 Oct 27.

Discussions- there are two discussions in this unit

- Oct 13-15: 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.
- Oct 16-19. 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 Oct 19 at 11:55

Week 5: Oct 20-26

The Northern Renaissance

Reading:

- Oct 20-23: Complete reading, viewing, listening assignments. These assignments are listed in the online Week 5 assignment file.

Discussions:

- Oct 20-23: Participate in Discussion 1 "Focused Response to Art." Follow discussion instructions. Minimum 3 posts.
- Oct 24-26. 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 Oct 26 at 11:55.

Week 6: Oct 27-Nov 2

Shakespeare's *Hamlet*

Reading:

- Oct 27-29: Complete reading of *Hamlet*. Assignments are listed in the online Week 6 assignment file.

Discussion:

- Oct 30-Nov 2. Participate in Discussion 1: *Hamlet*. Follow discussion instructions. Reading and/or viewing of the play is required for participation this discussion

Week 7: Nov 3-9

The Baroque

Reading:

- Nov 3-5: Complete reading, viewing, listening assignments.

Discussions:

- Nov 3-5: 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.
- Nov 6-9: 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 Nov 9 at 11:55

Week 8: Nov 10-16

The Enlightenment

Rococo, Anti-Rococo, & Neoclassical

Reading:

- Nov 10-13: Complete reading, viewing, listening assignments, including the first six chapters of *Things Fall Apart*

Discussions:

- Nov 10-13: Participate in Discussion *Things Fall Apart* Chapters 1-6. Follow discussion instructions. Minimum 3 posts
- Nov 14-16: Participate in Discussion 2 *Responding to Course Materials*. Follow discussion instructions.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes Nov 16 at 11:55.

Week 9: Nov 17 - 23

Revolutions

Romance & Realism

Reading:

- Nov 17-19: Complete reading, viewing, listening assignments. Continue reading *Things Fall Apart* Chapters 7-13.

Discussions:

- Nov 17-19: Participate in Discussion 1: *Things Fall Apart*. Chapters 7-13. Follow discussion instructions. Minimum of 3 posts.
- Nov 20-23: 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 Nov 23 at 11:55.

Week 10: Nov 23-25

Fall Break Nov 26-30

Participation is not required during Nov 26-30, but the unit will remain open through Thanksgiving Break for your convenience.

African Backgrounds, Imperialism, and *Things Fall Apart*

Reading:

- Nov 23-25: Complete reading, viewing, listening assignments. Complete Achebe's novel "Things Fall Apart" Chapters 14-25.

Discussions:

- Nov 23-25: Participate in Discussion 1: "Final Discussion of *Things Fall Apart*." Follow discussion instructions. Minimum of 3 posts. Discussion remains open Nov 26-30 for your convenience.
- Nov 23-25: Participate in Discussion 2 *Responding to Course Materials*. Follow discussion instructions. Minimum of 3 posts. Discussion remains open Nov 26-30 for your convenience.

Late posts result in a 5 point deduction.

Quiz:

- Quiz closes Nov 30 at 11:55.

Week 11: Dec 1-7

Impressionism, Post-Impressionism, and Early Modernism

Cultural Event Project Due Dec 7

Assignment Upload

- Dec 7: Upload your cultural event project to the Cultural Event Assignment File

Reading:

- Dec 1-3: Complete reading, viewing, listening assignments.

Discussions:

- Dec 1-3 : 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.
- Dec 4-7: Participate in Discussion 2 *Responding to Course Materials*. Follow discussion instructions. Minimum of 3 posts.
- Dec 4-7: Participate in Discussion 3: "Cultural Event Projects," Follow discussion instructions. Minimum of 3 posts.

Late posts result in a 5 point deduction.

Quizzes:

- Quiz closes Dec 7 at 11:55.

Week 12: Dec 8-14

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

Reading:

- Dec 8-10: Complete reading, viewing, listening assignments.

Discussions:

- Dec 8-10: Participate in Discussion 1:Defining Modern & Post-Modern. Follow discussion instructions. Reading is not required for participation in the early portion of this discussion. Minimum of 3 posts.
- Dec 11-14 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 Dec 14 at 11:55.

Course Evaluation

- Complete the Course Evaluation

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Happy Holidays!