

CHATTANOOGA STATE COMMUNITY COLLEGE
HUMANITIES & FINE ARTS DIVISION

HUM 1020: Introduction to the Humanities II

Course Syllabus

Instructor:

Credit Hours: 3

Phone:

Semester:

Email:

Room:

Catalog Course Description:

Historical approach to pivotal ideas, systems of thought, and creation of the Western World (e.g., music, drama, painting, sculpture, architecture, and literature) as reflections of the culture that produced them, from 1600 to the present.

Prerequisite: ENGL 1010

Textbook:

Cunningham, Lawrence, and John Reich. *Culture & Values: A Survey of the Western Humanities*. 7th ed. Belmont, CA: Thomson/Wadsworth, 2010, 2006.

Cunningham, Lawrence, and John Reich. *Readings for Culture & Values: A Survey of the Western Humanities*. 7th ed. Belmont, CA: Thomson/Wadsworth, 2010.

Student Learning Outcomes

Program Student Learning Outcome #3

The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past.

Course Student Learning Outcomes

Students will demonstrate the ability to ...

- CSLO1. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
- CSLO2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
- CSLO3. Explore global/cultural diversity.
- CSLO4. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
- CSLO5. Recognize the ways in which both change and continuity have affected human history.
- CSLO6. Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

Student Indicators

Upon successful completion of the course a student should be able to do the following:

- SI1. Talk knowledgeably about a variety of time periods and the literary works, artistic achievements, and cultural developments that represent them
- SI2. Trace the philosophical themes that influenced the development of western culture from 1600 to the present
- SI3. Identify how themes and techniques particular to a certain time period appear in the literary, artistic, and musical works of important personalities from that time period
- SI4. Produce written responses expressing their thoughts about a variety of assigned works
- SI5. Exhibit a knowledge of general artistic forms and literary styles for each cultural period studied

Required Assessments: Assessment Names and Descriptions

1. Chapter Readings and Study Questions Assignment: Students will be assigned reading materials from the text and required to answer questions related to their comprehension of the core content of the reading. Students will be graded on their critical thinking skills as well as their ability to articulate, in written form, a substantive and thoughtful discussion the cultural/ historical events that defined the era. (CSLO2, CSLO3, CSLO4, CSLO5)
2. Visual Arts Web Activity Assignments: Students will submit in writing an analysis of pivotal works from the visual arts from each cultural period, noting the iconographic and iconological features that distinguish the artist's personal style, broad historical context, and cultural aesthetic. (CSLO1, CSLO2, CSLO6)
3. Musical Listening Assignments: Students will submit in writing an analysis of important musical compositions from each cultural period, employing key analytical terms that reference the broad historical and aesthetic context in which these works were originally produced and understood. (CSLO1, CSLO2, CSLO6)
4. Primary Source Readings Assignments: Students will read excerpts from primary literary sources related to the humanistic disciplines. Students will then submit written answers in essay form to specific questions related to the readings that will give an account, in their own words, of the author's intent, as well as the cultural context in which these works were originally disseminated and understood (CSLO1, CSLO2, CSLO4)

5. Midterm and Final Exams: Students will take two comprehensive exams that will test their knowledge on the general facts related to the pivotal personalities, works of art, and the literary forms that define each cultural period. (CSLO2, CSLO4, CSLO5)

CSLO:	CSLO1	CSLO2	CSLO3	CSLO4	CSLO5	CSLO6
Assessments:	Visual Arts Web Activity Assignment #2	Chapter Reading and Study Question Assignment #1	Chapter Reading and Study Question Assignment #1	Primary Source Reading Assignment #4	Chapter Reading and Study Question Assignment #1	Visual Arts Web Activity Assignment #2
	Musical Listening Assignment #3	Primary Source Readings Assignment #4		Midterm Exam		Musical Listening Assignment #3
				Final Exam		

I. Topics

Module I	The Baroque
Module II	The Eighteenth Century
Module III	The Romantics
Module IV	Towards Modernity (1870-1914)
Module V	20 th Century Modernism: Between the World Wars
Module VI	The Contemporary World

III. Instructional Activities

A.	Chapter Readings and Study Question Assignments (CSLO1-4)	18% of grade
B.	Visual Arts Web Activities Assignments (CSLO2-3, CSLO 5)	12% of grade
C.	Musical Listening Assignments (CSLO3-4)	12% of grade
D.	Primary Source Readings Assignments (CSLO3-5):	18% of grade
E.	Exams (Midterm and Final) (CSLO3, CSLO5)	40% of grade

VI. Grading Scale

90-100%	A
80-89%	B
70-79%	C
65-69%	D
64% and below	F

VII. Course Delivery Format

On-line Format – This format requires that the entire class be conducted online. The syllabus, course material, contact information, and presentations will be provided online through the course management system. Assessments may be conducted online or in a proctored environment.

VIII. College Policies

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

ADA Statement

Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

Disruptive Students

The term “classroom disruption” means – student behavior that a reasonable person would view as substantially or repeatedly interfering with the activities of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will promptly consult with the division dean and the college judicial officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Unauthorized use of any electronic device constitutes a disturbance. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

Affirmative Action

Students who feel that he or she has not received equal access to educational programming should contact the college affirmative action officer.

Academic Integrity/Academic Honesty

In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

The instructor reserves the right to modify this syllabus in writing during the course of the semester.

IX. Instructor Policies

Late Assignments—Because this is an online class, punctuality is vital. No late assignments will be accepted. Once the eLearn window of opportunity has closed, no further assignments can be submitted. Please keep this in mind and plan accordingly.

Email Communication

Please note all communication with instructors about your course work should be through the eLearn Email system. For assistance on how to use the eLearn Email tool go to this url: http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_eMail_aug09.pdf.

For all other communication the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your Tiger Web home page: <https://tigerweb.chattanoogastate.edu/cp/home/displaylogin>.