

# HUM 1020 Syllabus and Course Schedule, Fall 2022

**Welcome!**

**Instructor: Prof. A. N. Hill**

## An Overview of This Semester

This course is an introduction to the Humanities, an exploration of how around the world and throughout history people have attempted to understand their own existence and how they have expressed their humanity in works of art, music, literature, architecture, poetry, philosophy, myth, and even scientific inquiry. We will examine the history of humanity from the ancient world to our present day and study the many ways in which people responded to the events of their lives in the works they created.

We will read primary sources written and created by people throughout the world from 50,000 year old cave paintings to hip hop music. We will discuss the reasons for and consequences of historical and cultural change and we will apply that information to our understanding of the modern world we live in today as well.

Throughout this course, you will see the terms BC/BCE and AD/CE. These are year notations that refer to "Before Christ" and "Anno Domini" (The Year of the Lord - implying time after Christ's birth) and/or to the terms 'Before the Common Era' and 'Common Era.' Both sets of terms use the same time/year reference but the latter two terms are "are used by others who wish to be sensitive to non-Christians by not explicitly referring to Jesus as "Christ" nor as *Dominus* ("Lord") through use of the other abbreviations" (Wikipedia).

My former students in this class will tell you that the hardest part of the course is not the reading or the work - it's learning how to analyze historical works of art, literature, and architecture. So, we will focus on developing that skill because it is an extremely useful one, no matter what topic you encounter, in or out of school.

So, how will this class work? Well, each week you will read information about the historical and cultural development of a particular historical era, and my job is to help you make sense of this information, but also explore how relevant it is to our lives today.

What can we learn about our present from the past? The answer will likely surprise you. Many of the roots of today's biggest questions and concerns lie in ancient Sumer, Imperial China, Classical Greece, Medieval Africa and Japan, the golden age of Islam, the Italian Renaissance, and well, you get the point. The issues of today are rooted in the past. So, together, we will play around with ideas, discuss and debate what we think is significant about this history and its humanities, and explore how these very old ideas can still be relevant to us today. I never know where my students will go with the material we cover in class, but it's always exciting to make discoveries with them.

Finally, we not only delve into some of the most profound questions about life and human existence, we will read stories, look at works of art, and discuss concepts that are confusing or even strange and disturbing. You may get frustrated in this course. Please know that I am available to help, to commiserate, to brainstorm. Any time you get stuck, just reach out and let me know. I'm happy to help!

## **Course Catalog Description**

This course provides a basic introduction to humanities. It focuses on central concepts, historical developments and the fundamental nature of philosophy, architecture, music, religion and art, all of which are also integrated with contemporary American culture. We will investigate, discuss, and analyze how humans understood their world and their place in it as individuals, and how they employed multiple ways to express their humanity and cultivate their societies. There are no prerequisites for this course. Successful completion of this course will provide an excellent foundation for all secondary-level Humanities courses but is not required

## **Contact Hours**

3.0, no Lab hours.

## **Course Prerequisites**

There are no prerequisites for this course

## **Course Structure**

### **Face to Face or Mixed Mode Course**

If this is a face to face (or hybrid) course, we have fifteen (15) weeks and fifteen (15) modules to complete. Course content is in the form of face to face lectures and discussions, online video and readings, reading assignments, essays, presentations, quizzes, and discussion boards and all are available on Canvas in weekly modules. We will meet each week in the same classroom to discuss the readings, answer questions you might have, and cover new material for the next module. We will also have in-class activities, including games, creative projects, and occasional meetings outside. Work completed in all in-class meetings cannot be made up because it depended on your physical participation in the class at that time.

\*Please note that if this is a Summer A/B course we have six (6) weeks and six (6) modules to complete. If this is a Summer C course, we have twelve (12) weeks and twelve (12) modules to complete. All three of these terms can expect to complete fifteen (15) modules worth of work condensed into shorter semesters.

The work for each week is outlined at the start of each week's module in the Module Schedule. You can view the full list of modules via the Modules link on the left-side in the course menu. Each week begins Monday, we will meet face to face during the week, and work will be submitted online on assigned due dates.

You can see the Course Syllabus policies on the next page. You can see the schedule of assignments on a later page of this orientation module.

### **Online Course**

If this is a fully online course, we have fifteen (15) weeks and fifteen (15) modules to complete. Course content is in the form of video and printed lectures, reading assignments, essays, presentations, quizzes, and discussion boards and all are available on Canvas in weekly modules.

\*Please note that if this is a Summer A/B course we have six (6) weeks and six (6) modules to complete. If this is a Summer C course, we have twelve (12) weeks and twelve (12) modules to complete. All three of these terms can expect to complete fifteen (15) modules worth of work condensed into shorter semesters.

The work for each week is outlined at the start of each week's module in the Module Schedule. You can view the full list of modules via the Modules link on the left-side in the course menu. Some work will be due by Thursday nights and other work will be due by Sunday nights, so be sure to follow the specific instructions for each item found within the modules.

You can see the Course Syllabus policies on the next page. You can see the schedule of assignments on a later page of this orientation module.

### Attendance Policies

Attendance in class is critical to success in this course but I recognize it can be a personal challenge sometimes. So, while a missed class or a missed deadline for submitting an online assignment counts as an absence according to the college, I won't withdraw you from the course for repeated absences, and attendance will not count towards your final grade. However, repeated absences or lack of engagement with the course are associated with poor grades, so try as much as possible to manage your time well. If you are absent or miss an assignment, for whatever reason, you don't owe me an explanation or documentation of what happened. But, please reach out to me so we can work out a plan to help you catch up. If you fall several modules behind, you may want to consider withdrawing from the course, although this is solely your decision. I don't withdraw students who fail to attend class or miss several assignments.

If you are an [international student](#) or a [student on financial aid](#), it is your responsibility to understand how a "W" will affect your status.

If you experience a significant change in your life, please contact me so we can work out a resolution to your status in the class. If prolonged absences are due to jury duty, military service, or a severe, chronic, or unexpected medical issue, you should contact the Dean of Humanities for guidance regarding withdrawal.

### "No Show" Policy

Attendance during the first week of classes is mandatory. Anyone who misses the first week of class and its Orientation Attendance assignments will be withdrawn as a "No Show" — no exceptions. For face to face classes, you must physically attend class and complete the Orientation Attendance assignment. In online classes, students must post an introduction to the Discussion Board by 11:59 pm on the first Thursday of classes after the semester begins and complete the Orientation Module quiz by the first Sunday of classes at 11:59 pm to avoid being withdrawn from the course as a "No Show." This 'No Show Attendance' is Valencia College policy and it applies to all of your courses.

### Student Withdrawal Policy/Withdrawal Deadline

Students must be aware of Valencia's withdrawal date for each semester. Check the college's [Academic Calendar](#) for information about the last day of withdrawal and other important college deadlines. If you withdraw from a course prior to the withdrawal deadline, you will automatically

receive a “W,” regardless of the grade you were earning at the time. You will not be withdrawn if you fail to submit work or participate in this class after the No Show period has ended.

## Academic Coursework Policies

### **Is There Homework?**

Most weeks you will complete general module readings and supplemental primary source readings that provide an eye-witness account of the historical eras we explore. In each module you will complete a reading quiz and an assignment or discussion answering questions relating to the readings. Module readings, quizzes, and assignments are due each class every week. All assignments may be revised and resubmitted to improve your learning provided you have read my feedback first. All coursework is posted and will be submitted on Canvas.

To successfully complete each assignment, your answers must reflect a thorough and informed understanding of all module readings with a clear effort at interpretation and analysis rather than simply quoting a passage. This homework is designed to get you to think deeply about the issues ancient people wrestled with and how we think about those same issues today. If you ever have any questions about how to complete an assignment, please don't hesitate to reach out and let me know. I'm happy to help.

### **How Many Tests?**

There are weekly reading quizzes and no exams in this course; see the Course Schedule for dates.

### **What Other Kinds of Work Does the Course Require?**

In the face to face version of this course, there will also be some in-class activities where you will earn credit towards completing a module. We may reenact an ancient Greek Symposium, develop a game about the Scientific Revolution, recreate an ancient Roman family, take a walk and read some poetry outside, or visit the art gallery on campus. You must attend to receive full credit for these activities.

### **Technical Problems During Quizzes or Exams**

Occasionally it happens that your server, device, or Canvas has an error when submitting an assignment or while you are taking a quiz and you need to have the submission reset. If that happens, you should do the following:

- Document the nature of your problem, if possible, by taking a screenshot
- Alert me as soon as possible, providing a full description of the problem and attaching your documentation. I may be able to help if the deadline for the quiz has not passed.
- Contact [Canvas Help](#) or [Valencia OIT](#) if you believe it is a Canvas/Server error.
- Keep in mind that you always have two quiz attempts, with unlimited time.

### **Policies Concerning Test/Quiz and Assignment Deadlines**

The due dates for all work are posted in the Course Schedule. When possible, you should try to submit your work on time by the due date. I will accept late work up to two weeks after the assigned due date. You may also revise and resubmit your work within this two week period. After this two week grace

period, the assignment will close. If you are unable to meet that late deadline for any reason, contact me as soon as possible during the grace period so we can make alternative arrangements.

Please keep in mind that most missed work cannot be left to the end of the semester and some missed work cannot be made up at all. While I will accept some late missed work, (i.e. work not submitted at all or work submitted in an inaccessible, corrupted, or empty file), you may not make up more than two modules of missing work by the end of the semester, so plan your time accordingly, please. All work submitted in inaccessible, corrupted, or empty files cannot be resubmitted after the two week-grace period. No late work can be accepted after the last day of classes, even if it is less than two weeks late. Additionally, Discussions cannot be accepted after the two week late grace period because the class conversation has already moved on to new topics; students will not benefit from your late comments, nor will you benefit from theirs. This policy is to encourage you to keep up with the course work and to prevent me from being overwhelmed at the end of the course with too much grading.

\*NOTE: If you are taking this class in either Summer A or B, each module will consist of the equivalent of two modules' materials from a traditional semester in order to accommodate the short six week schedule. In each of the six modules, some work is due on Thursdays and some work is due on Sundays. For Summer A or B courses, the late policy deadline for all work in class is one week beyond the original due date. Because the course is only six weeks long, it is not possible to accommodate accepting late work beyond a week. All work due during the final sixth week of class must be submitted by the last Sunday night of the course, at 11:59pm.

### **Grading Policy and Basis of Evaluation**

All work in this course will be assessed as Complete/Incomplete, with the specifications required for Complete detailed in the directions for each assignment. A 'Complete' should not be viewed as "minimally competent" (as is typical for a C grade). Instead, it marks achievement of an assignment's learning goals and is equivalent to a B grade or higher. Thus, an assignment meets the goals, or it does not—there is no gradation of evaluation.

For their final course grade, students will be evaluated based only on how many modules are marked as 'Complete.' Each module includes a quiz and an assignment or discussion. Thus, you will earn an A by completing at least 14 modules, a B by completing at least thirteen, a C by completing at least eleven, and a D by completing at least 9 modules in the course.

\*NOTE: In Summer A, B, and C classes, there are fewer numbers of modules, but the final course grade will be assessed in comparable ways. In six week courses, with two modules per week, or twelve week courses, an A = at least twelve complete modules, a B = at least eleven complete modules, a C = at least 9 complete modules, and a D = at least 8 complete modules.

Please see the Orientation Module - What is Ungrading? for further information on evaluation of student work and course grades.

### [Conduct Policies](#)

#### **Class Participation and Conduct**

This class depends on active, thoughtful, prepared discussion. We will participate in class activities that require a little courage, a lot of enthusiasm, a good sense of humor, and thorough familiarity with **all** the

assigned readings. Discussions will be both in small groups and with the class at large. I hope you will ask questions of me, of your fellow students, and of the material we cover.

We will always respect each other's courage sharing opinions, participating in discussions and group projects, and presenting work that is thoughtful and thought provoking. Please use constructive criticism. All students are entitled to a positive learning experience, regardless of sex, race, religion, sexual orientation, social class, or any other feature of personal identification. Therefore, sexist, racist, prejudicial, homophobic, transphobic or other derogatory remarks will not be tolerated.

### **Academic Honesty**

As scholars, we often rely on the artistic and intellectual works of others. Plagiarism, including cheating – using unauthorized material, taking someone else's ideas or work and passing them off as your own, or using sources without properly citing them - is bad scholarship and will not be tolerated, and violates the Valencia [Student Code of Conduct](#)[Links to an external site.](#). Make sure you know what [Plagiarism \(Links to an external site.\)](#) is.

To me, plagiarism is morally and academically indefensible. All work for this class must be your own **and** written exclusively for this class. You may not reuse material from another course in this class. If you'd like to expand on an idea you worked with in another class, **you must discuss it with me first**. You must also cite **all sources** used in all of your work for this class, wherever you use them - both after each instance, and in a Works Cited list.

Plagiarism and cheating on any coursework will result in an "Incomplete" for that grade. An assignment found to be plagiarized cannot be revised and resubmitted. A second incident of plagiarism will result in referrals to the Dean of Humanities and the Dean of Students Office. A third incident of plagiarism or cheating will result in a failing grade in the course.

A plagiarized assignment that I didn't catch does not mean you're in the clear. If I suspect plagiarism, I often review previously-submitted assignments. If I've found that you plagiarized in the past, but didn't catch it before issuing a grade, I reserve the right to reassess the assignment as 'Incomplete.' If this new, post-dated assignment is your second or third strike, you will be reported to the Dean of Humanities and the Dean of Students Office and will fail the course.

I assume you will adhere to Valencia's Student Code of Conduct and will maintain the highest standards of academic integrity. I adhere to the highest standards of academic integrity as well and will not change your grade illegitimately, or violate syllabus policies or Valencia's Code of Conduct.

### **Visual or Audio Recordings of Face to Face Classes and Sharing of Course Materials Outside of Class**

As your professor, I'm committed to giving you as many opportunities and resources to support your learning as possible. Therefore, you may find it beneficial to record in-class lectures to review later. A class lecture is defined as a planned presentation by a college faculty member or instructor, during a scheduled class, delivered for the purpose of transmitting knowledge or information that is reasonably related to the pedagogical objective of the course in which the student is enrolled.

It is important to be respectful of your peers' legal rights to privacy; images or voices of your peers cannot be in your recordings. You may not record class discussions, student presentations, labs, group work, and private conversations. These recordings are permitted for your own personal use only; they

may not be published or shared without my written consent. Failure to adhere to these requirements may constitute a violation of the College's Student Code of Conduct.

Note that while these recordings are useful for review, I want you to attend class for your insights and questions and for your benefit and the benefit of your peers. As such, these recordings are not substitutes for class participation and attendance. Should you have any concerns or questions, please feel free to contact me by email.

Zoom meetings are used for student conferences and class purposes only. I do not record these meetings and students may not record them either without my prior written permission. Unauthorized recordings of all class and individual Zoom meetings are prohibited and failure to abide by this rule will result in a referral to the Dean of Humanities as well as the Dean of Students Office.

All other online course materials may be downloaded for personal use only. They are not intended for sharing with or uploading to third party websites, including but not limited to Chegg or Course Hero, for example. Students who post materials to third party websites may have violated the terms of the Creative Commons licenses applied to course resources and will be referred to the Dean of Humanities as well as the Dean of Students Office. Furthermore, please understand that some of these course materials were authored by me. To share my work without my permission is not only a violation of my trust it may constitute facilitating academic dishonesty and will result in a referral to the Dean of Humanities as well as the Dean of Students Office for further investigation.

## [The Fine Print: Valencia College Policies For All Students](#)

### **Valencia Policy Concerning Classroom Behavior**

Valencia Community College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). In addition to dismissing a student from a class session, we may also refer students who engage in disruptive behaviors to the Deans of Students and Humanities for disciplinary action.

### **Disability Accommodation**

Students with disabilities who need accommodations in this course must first register with OSD. No accommodations can be provided until the student meets with the professor and registers with OSD.

### **Valencia Photo ID**

Every student must have a new Valencia photo ID in order to check out library books or take tests in the Testing Center. You can get an ID card in the Security Office on the second floor of building 5.

### **Gordon Rule Requirements**

This class complies with Gordon Rule Requirements. A Gordon Rule course includes assignments of college-level writing with the following criteria: the writing will have a clearly defined central idea or thesis; it will provide adequate support for that idea; it will be organized clearly and logically; it will show awareness of the conventions of standard written English, and will be formatted/ presented appropriately. A student must earn a final course grade of C or higher to earn Gordon Rule credit in a Gordon Rule course.

## **Copyright Policy**

To avoid copyright infringement, any materials produced specifically for this class can ONLY be used during this term for this class.

## **Third Party Software and FERPA Policy**

Valencia College has a firm commitment to protecting the privacy rights of its students. In making this commitment, the College wants to ensure that all faculty and staff are familiar with state and federal laws pertaining to student privacy, as well as College policies and procedures that have been implemented to help guarantee student privacy. Third party software privacy policies will be provided at the point of use within the course.

## [HUM 1020 Course Schedule](#)

Module 1. Earliest Human Societies and Collective Learning - Paleolithic Era

Key concepts: Hierarchical groups, recognition of kinship, hunting/foraging, language, social groups, collective learning, development of culture

Module 2. Agricultural Civilizations - People of the Land

Civilizations: Uruk and Sumer, Egypt, Catal Hoyuk

Key concepts: agriculture, city-states, kingdoms, empires, written language/record keeping, domestication of animals, tools and weapons, trade, time keeping/calendars, complex hierarchies, organized religion, death/the afterlife

Primary Sources: Epic of Gilgamesh, Eloquent Peasant

Module 3. War-like civilizations - People at War

Concepts: War, Death, Warrior Code, city-state/polis,

Civilizations: Vedic India, Archaic Greece

Primary Sources: Iliad, Odyssey, Bhagavad Gita

Module 4. The Classical Age, Pt 1: What is Good and What is True?

Civilizations: Classical Greece and China

Key Concepts: Platonic Dualism, Confucian Analects, Dao De Jing, truth vs Truth, the nature of reality

Primary Sources: The Analects, the Dao de Jing, the Allegory of the Cave

Module 5. The Classical Age, Pt 2: What is Good and What is True?

Civilizations: Rome and China

Key Concepts: Stoicism, Confucianism, Hellenistic Age

Module 6. Rise of Monotheism: Judaism, Buddhism, Christianity, Islam



Civilizations: Islamic Empire, Ghana/Mali/Songhai, Charlemagne/Frankish

Key Concepts: Silk Road, Caliphate, monotheism/pantheism, good vs evil binary, spiritual vs. material binary, Torah, Qur'an, Bible

Primary Sources: Buddhism 4 Noble Truth/Eightfold Path, Augustine's Confessions

Module 7. Medieval Trade and Expansion-the First Global Age 1000-1400

Civilizations: Europe, Heian and Shogunate Japan

Key Concepts: trade networks, feudalism, Knights, Chivalry, Courtly Love, Romances (Japan and Europe - ) Mono No Aware, Samurai, Bushido, Gothic style, Mosques,

Primary Sources: Tale of Genji, Knight of the Cart

Module 8. Renaissance around the World

Civilizations: Han-Ming Dynasties (education and civil service exams), Italy, Benin, Ottoman Empire

Concepts: Humanism, Civic Humanism, Civil Service, Confucianism, Human Nature, Reasoning,

Primary Sources: Giannozzo Manotti, Pico della Mirandola,

Module 9. Exploration, Conquest, Colonization

Civilizations: Ottoman, Saffavid, European, Ming Dynasty, Inca, West Africa

Key Concepts: Columbian/Pacific Exchange, Triangle Trade

Primary Sources: Zheng He's Stele Inscription, Chronicles of the Inca, Columbus's Letters, Matteo Ricci's China in 16th C,

Module 10. Scientific Revolution/Enlightenment

Civilizations: Europe, Timbuktu

Key Concepts: Laws of Nature, Harmony of the Cosmos, The Baroque Era

Primary Sources: Letters of the Scientific Revolution

Module 11. The Enlightenment

Civilizations: Europe, United States

Key Concepts: Race, Natural Laws, The Rococo, Classicism

Primary Sources: The Declaration of the Rights of Man and Citizen, Toussaint L'Ouverture, Declaration of the Rights of Woman and Citizen, Locke's Second Treatise of Government,

Module 12. Romanticism

Civilizations: Europe

Key Concepts: Nature, Emotion, Exoticism, Urbanization

Primary Sources: Various Romantic Poems

Module 13. Responses to Industrialization: Materialism, Realism, Impressionism, Post-Impressionism  
1850-1914

Civilizations: England, United States

Key Concepts: Realism, Materialism, Imperialism, Colonialism

Primary Sources: Kate Chopin poem, Sylvia Fernandez poem, The Communist Manifesto, Oliver Twist,  
Frederick Douglass's 'What to the Slave is the Fourth of July?'

Module 14. Fascism, WWI and WWII

Civilizations: Europe, United States, African Continent

Key Concepts: Fascism, Nationalism

Primary Sources: The Trench Poets

Module 15. The Twentieth Century

Civilizations: The United States

Key Concepts: The Great Migration, Harlem Renaissance, Modernism, Abstract Art

Primary Sources: Jacob Lawrence's Great Migration Series