

1.) DATE: <b>10/14/2016</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HUM</b> Number: <b>108</b> Title: <b>Contemporary Humanities</b> Credits: <b>3</b>  CROSS LISTED WITH: Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ;  Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>DR. TERI MOSER</b> PHONE: <b>480-857-5120</b> FAX: <b>857-5122</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) <b>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</b> <b>Core Areas:</b> <b>Select core area...</b> <b>Awareness Areas:</b> <b>Historical Awareness (H)</b>	
6.) <b>On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.</b>	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC            prefix <input checked="" type="checkbox"/> Elective  Current General Studies designation(s): <b>HU/H</b>  Effective date: <b>2016 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <b>PROFESSOR CHRISTOPHER REIDER</b>	Chair/Director Signature: <b>Email</b>

AGSC Action:      Date action taken:                       Approved       Disapproved

Effective Date:

## Arizona State University Criteria Checklist for

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> History is a major focus of the course.	Syllabus: Corus Description: Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus: Corus Description: Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>3.</b> There is a disciplined systematic examination of human institutions as they change over time.	Syllabus: Corus Description: Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus: Corus Description: Course Competencies; Textbook Table of Contents
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• <b>Courses that are merely organized chronologically.</b>	
		• <b>Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</b>	
		• <b>Courses whose subject areas merely occurred in the past.</b>	

Course Prefix	Number	Title	General Studies Designation
HUM	108	Contemporary Humanities	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1: History is a major focus of the course	As a Humanities course, HUM 108 studies Contemporary Humanities through the context of 20 <sup>th</sup> and 21 <sup>st</sup> Century history. Students need to understand the historical context within the works are created to fully understand them.	Syllabus: Assignment Requirements/overview, Research Project & Presentation assignment, Course overview, Course description  Course Competences: 1, 2, 3, 4, 5, 6,  Textbook: Chapters 33-40 reading and interactive activities
2. Human development/ events influences/ factors	The Humanities of the 20 <sup>th</sup> -21 <sup>st</sup> century are shaped by and reflect the historical events. By studying the works within the context of historical events, students can understand how the artists, musicians, architects, writers, dancers, film directors respond to previous movements as well as historical events. Their work become historical artifacts that reflect the age in which they are created.	Syllabus: Assignment Requirements/overview, Research Project & Presentation assignment, Course overview, Course description  Course Competencies: 1, 2, 3, 4, 5, 6  Textbook: Chapters 33-40 reading and interactive activitie
3 Systematic Examination/ Institutions over time	Major changes occurred at the end of the 19 <sup>th</sup> and 20 <sup>th</sup> century that impact the creations within the Humanities. The artifacts reflect those changes as well as the reaction to previous movements and events. Through the study of the historical phases of the 20 <sup>th</sup> -21 <sup>st</sup> century, students can better understand the factors that impact the humanities as well as how the humanities influence history.	Syllabus: Assignment Requirements/overview, Research Project & Presentation assignment, Course overview, Course description  Course Competencies: 1, 2, 3, 4, 5, 6  Textbook: Chapters 33-40 reading and

		interactive activities
<p>4 Examines relationships: events/ideas/ artifacts/ &amp; broad social, political, and economic context</p>	<p>The 20<sup>th</sup> -21<sup>st</sup> century was a time of major and innovative changes that impacted how people viewed the world. By studying such changes, such as innovations in science, students can achieve a more complete understanding of the artifacts in the context of the global impact of the innovations and changes in relation to social, political, and economic context. This course studies the factors that led to the changes and how these changes are reflected in the many areas of the humanities. Also, the course studies how the different areas of the humanities also impact other areas of the humanities within this larger historical context, including social, political, economic, and scientific contexts.</p>	<p>Syllabus:                      Assignment Requirements/overview, Research Project &amp; Presentation assignment, Course overview, Course description</p> <p>Course Competencies: 1, 2, 3, 4, 5, 6</p> <p>Textbook: Chapters 33-40 reading and interactive activities33-40</p>



## Center for Curriculum & Transfer Articulation

Division of Academic and Student Affairs

### Contemporary Humanities

Course: <b>HUM108</b>	Lecture <b>3</b> Credit(s) <b>3</b> Period(s) <b>3</b> Load
First Term: <b>2005 Spring</b>	Course Type: <b>Academic</b>
Final Term: <b>Current</b>	Load Formula: <b>S</b>

**Description:** An exploration of human expression in contemporary arts and sciences

**Requisites:** Prerequisites: None

**Course Attributes:**

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]

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#### MCCCD Official Course Competencies

1. Identify and explain the influence of major nineteenth century innovators on twentieth century life and thought. (I)
  2. Identify and contrast early twentieth century artists and art forms. (I)
  3. Synthesize and exemplify trends in the early twentieth century by citing works of major representative artists. (II)
  4. Synthesize and exemplify trends in the mid-twentieth century by citing works of major representative artists. (III)
  5. Synthesize and exemplify trends in the late twentieth century by citing words of major representative artists. (IV)
  6. Explain the impact of technology, space travel, ecology, and psychology on the arts in contemporary society, and predict how these factors will influence the humanities in the future. (V)
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#### MCCCD Official Course Outline

- I. Introduction to the Twentieth Century
  - A. Influential innovators
  - B. Major trends
- II. Early Twentieth Century: 1900-1940
  - A. Major representative artists
  - B. Major movements
  - C. Major art forms
- III. Mid-Twentieth Century: 1940-1960
  - A. Major representative artists
  - B. Major trends
  - C. Electronic media
- IV. Late Twentieth Century: 1960-2000
  - A. Major representative artists
  - B. Major innovations
  - C. Information explosion
- V. Things to Come
  - A. Technology in the arts

- B. Our world in space
  - C. Ecology and environment
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Last MCCCD Governing Board Approval Date: **9/27/1994**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



CGCC  
 PECOS CAMPUS  
 Section 34458

**HUM108 Contemporary Humanities:**  
 An exploration of human expression in contemporary arts and sciences

The Pecos Campus provides a unique opportunity to create an academic village and innovative learning environment that is personal, supportive, and focused on making your educational experience a successful one. This course is designed to encourage you to research, read, write, discuss, view topics in the humanities and reflect on their relevance both historically and today.

**Course Description**

This course provides an introduction to contemporary humanities, including film, drama, music, literature, painting, sculpture, and architecture. This course will help you explore human expression in contemporary arts and sciences. \*A writing certified course. Prerequisites: None.

**Course Objectives**

Why study the Humanities? As Roberta Vandermast notes, “To have your spirit awakened and your love of learning inspired by encountering and joining the great minds and hearts of human history in the search for meaning.” We’ll be studying the humanities of the 20th/21st Century. No matter what a person’s professional interests or major, the humanities represent the hallmark of an educated person. This course will explore ideas expressed in art, literature, drama, art, architecture, etc. As such, the course will function as a survey, exposing the students to a wide range of ideas and

disciplines, hopefully encouraging future, more in depth study in the specific areas. Specifically, the course will explore the humanities within the content of twentieth century life and thought.

**Course Competencies:**

CCCCD Official Course Competencies

1. Identify and explain the influence of major nineteenth century innovators on twentieth century life and thought. (I)
2. Identify and contrast early twentieth century artists and art forms. (I)
3. Synthesize and exemplify trends in the early twentieth century by citing works of major representative artists. (II)
4. Synthesize and exemplify trends in the mid-twentieth century by citing works of major representative artists. (III)
5. Synthesize and exemplify trends in the late twentieth century by citing words of major representative artists. (IV)
6. Explain the impact of technology, space travel, ecology, and psychology on the arts in contemporary society, and predict how these factors will influence the humanities in the future. (V)

Access to computers and a variety of software programs, such as Internet Explorer, Canvas and Microsoft Office, will allow you to connect to an even larger community for research, communication, and presentation.

Learning can be both academic and experiential. While academic institutions like Chandler-Gilbert Community College traditionally provide students with facts and skills, the world provides the context for the application of those facts and skills. Students in this class have


“The Humanities are the study of enduring ideas in philosophy and the critical process by which they can best be understood and communicated to others. . . . The humanities are addictive. Once you let song and story, music and dance, and words and ideas. . . . Once you let these things into your life, you can never live without them. And you should never *have to*.” Richard Janaro & Thelma Altshuler, *The Art of Being Human*.

the privilege of attending campus events as well as going on a group field trip. Students also have the opportunity to attend other optional outside events.

Inside the class room, you will be actively engaged in small and large group activities. I hope to build within the classroom a sense of community and support for one another so that everyone can succeed.

As your instructor, I look forward to a fun and rewarding semester. Success in college takes emotional and mental discipline and often endurance is a more critical factor than intelligence. Remember writing, thinking, reading, and understanding take effort but have great rewards: In the end, you will become not only a better writer, but a better reader and thinker! Please come by and visit me in my office if you have any questions or concerns. I’m excited to work with you this semester and think you’ll really enjoy this course.

*Teri Moser, English/Humanities Faculty*

Instructor: Dr. Teri Moser	Office/Phone: EST 103; 480-857-5120 Office Hours: M/W: 9--11 (EST103) Tu/Th 11:30-12:30 (EST 103) Friday & other times by Appointment	 CHANDLER-GILBERT COMMUNITY COLLEGE
	Email: teri.moser@cgc.edu	



## Methodology

I believe in the premise that “two heads are better than one.” This class will rely heavily on cooperative learning strategies for processing content, writing, brainstorming, and editing. This class will have a workshop atmosphere, and students will be active throughout the class period. In addition, you will be engaged in activities to help enhance and assess your critical thinking skills and aspects of your personal development as they relate to this class.

## Work & Time

This 3-credit course meets face-to-face for 45 clock hours and students are expected to commit at least 90 additional hours (135 hours total) for reading, writing, research, and completing assignments. If you are not prepared to dedicate at least 135 hours to this course, you should seriously reconsider your enrollment. Outside class preparation should be devoted to attending required cultural events, journals, reading, writing, taking notes, preparation for group activities, quizzes, research and writing projects. Therefore, this course will require 6 hours of outside work, each week, for a total of 8-9 hours a week.

## Withdrawing

To withdraw from the course, students need to contact the instructor and complete the proper paperwork; otherwise they will end up with a failing grade for the classes. If students fail to submit major essays/projects and cannot pass the class, students should consider withdrawing from the course. **However, withdrawals from this course will not be permitted after November 24(during the last three weeks of the semester, including the week of finals).**  
**Important dates:**  
8/28/2017 (Refund Date)  
10/9/2017(Deadline for Students to Withdraw with Guaranteed Grade of W)  
11/24/17 (Last day to request a withdrawal (W=Passing;Y=Failing))

## Final Exam Schedule

Our final exam is scheduled for December 14, Thursday, from 9-10:50 am On that day, all students are expected to attend and complete the Final. No Exceptions!

## Required Materials

In order to be successful in this class, you may or will need the following supplies:

- Your text and copies of readings for discussion each day (required)
- Material on Reserve or on Canvas
- Revel Textbook Access
- You will need access to reliable internet service and a computer for research, word processing, portfolio development, and presentations. As a college student, you should be or quickly become computer “literate.” Technology can help you become a better writer, researcher, and thinker. You will utilize computers for researching, prewriting, drafting, revising, publishing, and presentation activities.
- Access to a photocopying machine and money for duplication of drafts and sources used.
- Highlighters for active reading (recommended)
- USB drive with your name on it.
- Plastic envelope portfolios (preferred) or 10 x 13 manila envelopes for research assignments.

## Respect for Diversity

This course will explore diversity in terms of perspective and thought. Diversity encompasses age, life experiences, profession, race, region, nation, lifestyle, social class, learning style, philosophy of life, orientations, religion, personality, mental and physical challenges, customs, values, and gender. Higher education is committed to exploring and valuing differences, and different does not mean wrong. The instructor is committed to fostering a respect for diversity and others’ right to think, feel, or act in his/her own manner. Specifically, racism, sexism, ageism, and other negative references to diversity are unacceptable, either verbally or in writing.

“Tolerance is the positive and cordial effort to understand another’s beliefs, practices, and habits without necessarily sharing or accepting them.” Joshua Liebman

## Learning Center

The Learning Center's mission is to support students' academic learning by providing free tutoring and resources to reinforce and supplement classroom instruction and to assist students to achieve academic success. Tutoring services are available to CGCC students on a drop-in basis for selected courses with an emphasis on providing writing, mathematics, and science support. Tutoring support for CGCC courses in other areas is provided on an appointment basis, depending on the availability of resources. At the Pecos Campus, the Learning Center is located on the second floor of the Library. At the Williams Campus, the Learning Center is located in Bridget Hall. For a schedule of tutoring hours, additional information, or assistance, students should contact the Learning Center at (480) 732-7231 or visit our website at <http://www.cgc.edu/lc>.

## Course Curriculum

Course materials (readings, activities, assignments, projects, etc.) have been carefully planned to provide a direct match to course goals, competencies, and campus wide outcomes of critical thinking, personal development, and communication skills. Topics, assignments, project, films, etc., are the result of professional decision making by your instructor and/or a committee of instructors that are intended to provide a heightened awareness of relevant topics and an interchange of diverse ideas as should be expected in a college-level course. Your instructors have the right, when making decisions about curriculum design, to choose course materials and activities. Objection to sharing ideas, hearing those of others, or participating in course activities is not appropriate in the open forum of the college environment. **No alternative material or assignments exist as options in this course.**

## Textbooks

Sayre, The Humanities, with Revel Access codes, 3rd edition. ISBN: 9780134536361

- Other online Readings & Handouts
- Class Agenda/Calendar (required)

Course:	HUM 108 Section 34458
Title:	Contemporary Humanities
Time:	Tuesday/Thursday, 10:00-11:15
Location:	IRN222

### Syllabus & Assignments:

All policies, assignments, due dates, etc. are subject to change.

Students will be notified by the instructor of any changes in course requirements or policies.



## Punctuality & Attendance

Excessive absences extinguish all reasonable possibility of success. Being in class, and prepared to participate, is a vital component to the class. Therefore, anything beyond 4 absences will result in immediate withdrawal, unless extenuating circumstances exist (as defined by the instructor). If withdrawn, you will earn a "Y" or "W" depending on whether passing or not, or an "F" at the end of the semester. Be on time. This instructor begins class promptly, and students not ready at that juncture are considered "late"—and a "late arrival equals 1 1/2 of an absence. Early departures also count as 1/2 of an absence. Going in and out of the class during a class period also counts as 1/2 and absence. Actively participating is a vital component to the class. Attendance/full participation is critical to your success. **I define attendance by both physical attendance & full participation in each week's assignments/activities.**

In-class assignments cannot be made up. To encourage you to be on time, assignments are due at the beginning of the class. Assignments received after that are considered late. Students who miss the beginning of the class activity, due to tardiness, cannot submit or make up the activity, even if they arrive during the activity. If a student leaves class during class, as noted above, it counts as 1/2 of an absence, but students will also lose the points for any activity for which they miss any portion, due to leaving the room. Group activities are not an invitation to leave the room. Please take care of any business you need to attend to before or after class. Thanks!

Honor's students: if you are dropped from the class, it will jeopardize your scholarship if this is your honor class.

Absences are not valid reasons for being unprepared for class. Only official pre-approved absences as stated in the student handbook can be considered an excused absence. (An illness is not considered an excused absence.) While I try to work with each student on an individual basis, I believe that class time is important and expect you to be present.

If there is a family tragedy, please contact the office of the Vice President of Student Affairs (480-732-7309). His office will collect all necessary information and notify faculty regarding your class status and the possibility of making up work.

Students who miss the first day of class will be dropped, per CGCC policy on no-shows.

## Due Dates/Late Work

In-class activities cannot be made up. There will be a variety of graded activities such as papers, participation, journals, reading/viewing logs, participation

All assignments must be submitted by the beginning of class, whether due in canvas or in class.

Late work is detrimental to your success and reflects poorly on your image as a student. If absent, you are still responsible for all missed work, and late work must be handed into me personally or posted to Canvas when required (NOT emailed). Exchanging phone numbers is a good way to keep up with missed information and assignments. **Computer malfunctions and submission of corrupt or incorrect files are not acceptable excuses for late work. It is the student's responsibility to confirm submission.**

You will receive two "Life Happens" passes. These may be used to submit up to two daily assignments (Not Valid on Major Assignments) late without penalty. After two, no further late daily assignments will be accepted. **No late work of any kind accepted after 11/30/2017.**

For more details, please see the Late Coupon. (These coupons will NOT apply to major assignments, such as essays, projects, presentations, exams, ticket-in assignments, honor project components, etc..)

Under extenuating circumstances, defined by the instructor, major assignments, such as research project/research project components will be accepted one class late, but the grade may be lowered one grade. Please contact the instructor prior to the due date, if you have an emergency that will prevent you from submitting a major assignment on a due date.

**Group Project Components/Peer Review/Essay Draft Policy:** Components for Group Projects/Drafts for peer-review are never accepted late. To receive credit for peer-review and the draft, you must attend class with a completed copy and participate in peer-review. Peer-review cannot be made up outside of class (no exceptions). Components for Group Projects must be ready to use/present, etc. on the due date. Please don't undermine your group's success. You will have ample time to work on group projects.

## Grading Policies

Based on a STRICT standard grading scale, the final grade will be determined by averaging the grades earned on the assignments (each assignment type is not equally weighted): A=100%-90%, B= 89%-80%, C=79%-70%, D=69%-60%, F= below 60% The final grade will be weighted per the following: The final grade will be weighted per the following: Quizzes/exams 15%; Major projects/essays=35%; Homework/in-class activities=25%, REV-EL=15%; Discussion Boards=10%

## Disruptions

It should go without saying, but I will say it anyway: Some things do interrupt and can disrupt teaching and learning. Please avoid absences, late arrivals and early departures to and from class, going in and out of class (except in the case of an emergency), incomplete or late work, beepers, cellular phones, text messaging, pagers, personal conversations during instruction, etc. These are distracting and annoying to others in the class. I reserve the right to remove anyone from the class based on absenteeism.

## Course Policies

**\*\*You must submit all major assignments and projects, and attend and participate in the Final period to pass/earn credit for this course.\*\***

- All major assignments & essays and project components are mandatory and due dates are critical. A student who earns a zero, because of failure to complete a major assignment, such as a project or exam, on time, or according to instructions, will not be able to earn a passing grade in the course.
- All assignments must be word processed and submitted to Canvas.
- Unless specifically stated in an assignment, I do **not** accept assignments by email!
- Please note that all assignments should be submitted to Canvas in Word or PDF for the instructors to view it. If you are using another word processing program, you must save the file as a Word doc or docx or as a pdf before submitting. No exceptions!
- We do NOT have Fall Break!

## Academic Integrity & Plagiarism Policy

Academic integrity is striving to succeed in your studies through honest methods. Honesty involves relying on one's own thought process to complete assignments, essays, and exams. Furthermore, honesty involves realizing at times that difficulty is inherent in learning. In the entire learning process, integrity must be maintained so that actual learning occurs, and you can reap the benefits of gained knowledge and an improved thinking process.

**Unless otherwise noted, all homework and writing assignments must be your own work/wording!** Cheating includes, but is not limited to, (a) use of assistance in assessments (such as exams/quizzes), or (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments, (c) the acquisition, without permission of academic material belong to or administered by the college, faculty, or staff, and (d) fabrication of data, facts, or information. If you submit work completed by another person, you will earn an F in the class. Integrity also plays a critical role in technology, particularly with the use of the internet and e-mail. All students are expected to demonstrate maturity in making intelligent decisions regarding the use of technology while members of this class. **MCCD Academic Misconduct/Plagiarism/Cheating Policies are considered part of this syllabus.** (2.3.11 MCCCD Policies ("Academic Misconduct"))

Plagiarism is defined as presenting the work of another as one's own. Using consecutive words from a source other than your own writing/words constitute plagiarism when the source is not clearly identified in appropriate documentation format. You must learn to summarize, paraphrase, quote, and accurately document your sources.

Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers.

### Consequences for Plagiarism:

Presenting another's writing as your own (whether all from one source or cut and pasted from several) will result in immediate withdrawal with a failing grade from the course. Copying a small part of a work and presenting it as your own in any assignment will result in a minimum consequence of a failing grade on that assignment. A second offense results in an automatic F in the course. An inadvertent failure to accurately acknowledge a source will require redoing the assignment (determined by the instructor). No further "redo" allowed. Submitting other homework that is not your own work/in your own words will result in a 0 on that assignment. Do not cheat or plagiarize!

## Students with Disabilities

### Information Regarding Disability Services

It is the student's responsibility to contact the Office of Disability Resources and Services directly at 480-857-5188, or, <http://www.cgc.maricopa.edu/Students/DisabilityServices/Pages/Home.aspx>, or the office at Pecos Campus in BRD101, if there are any concerns or assistance that will be required. Documentation and advance notification are required for most accommodations to be made.

### Information Regarding Counseling Services

Counseling Services at CGC offers free, confidential individual counseling for academic, career, and personal goals. Connections with community resources and referrals are also available. Please see <http://www.cgc.edu/counselingservices>.

## Policies & Information

CGCC is part of the Maricopa Community College District and abides by Maricopa policies. CGCC catalogs and Student Handbooks are available at the Registration Office. Students should be aware of college policies that affect them. **MCCD Policies are considered part of this syllabus.**

The Students Affairs Office serves as the advocate for all CGCC students. If you have a question, concern, or suggestion, please call 732-7309. All calls are confidential.

**Academic Advisement:** Every student should have an academic advisor (732-7317). Honor Students should contact the Honors Advisor, for an appointment.

**PAY2PRINT:** All CGCC students must pay for printing in the college computer labs and libraries. Registered students will receive their first 50 prints at no charge. Thereafter, black and white print costs will be 10 cents per print. Pre-paid printing accounts can be set up in the CGCC Cashier's Office. For more information, contact the CGCC Cashier's Office at (480) 732-7312.

**Student Email:** MCCCD provides every student with google-powered Maricopa Student Email upon enrollment. CGCC uses this official student email to send information concerning class enrollment, financial aid, tuition, and other important student information. Students *must activate* this email account in order to receive these messages. Activate your Maricopa Student Email now at [maricopa.edu/google](http://maricopa.edu/google).

**CGCC Emergency Alert:** The CGCC Alert system utilizes text messaging and email to notify students of emergency situations on or around campus. Students should update their contact information in the Maricopa Online Student Center at [my.maricopa.edu](http://my.maricopa.edu) in order to receive a CGCC Alert notification in the event of an emergency.

**MCCCD Student Code of Conduct:** <https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.5-student-rights-and-responsibilities/2.5.2-student-conduct-code>

## Student Outcomes

The faculty and programs at CGCC are dedicated to effective teaching and successful learning with emphasis in the following areas: reading, speaking, listening, writing, mathematics, science, computer application skills, humanities, problem-solving, information literacy, critical thinking, and personal development.

Periodically, students will participate in formal and informal assessment activities that will help faculty improve programs and teaching strategies. These activities are designed to facilitate student growth in whatever combination of the above outcomes applies to a course.

## Computer Lab

The Computer Lab at both Pecos (B123) and Williams (Bridget116) is open extended hours to ALL currently enrolled CGCC students. The lab has Windows and Mac computers and staff provide assistance (both walk-in and by appointment). For more info, please visit [www.cgc.edu/computerlab](http://www.cgc.edu/computerlab) or call 480-732-7221.

## Subject to Change

Students will be notified by the instructor (s) of any changes in the course requirements or policies. Students are responsible for the information in the syllabus and college policies included in the college catalog and student handbook.

## Special Events\*

Students will be required to participate in experiential learning events, such as a visit to a play, a group field trip, participation in the class service learning project, etc. There will be some choices. Students will be notified of other special events as they arise. Various extra credit opportunities will be listed on Canvas. Prior approval is required!

These requirements will be detailed on a separate handout that is considered part of this syllabus. If you have a class conflict in relation to an event, you must email the instructor, but due to event timing, you will need to be flexible.

**\*These experiential learning activities will be detailed on a separate handout that is considered part of this syllabus.**



# CHANDLER-GILBERT COMMUNITY COLLEGE

Humanities 108

T/TH 10:00-11:15



## Assignment Types

More detailed homework assignments will be provided as the semester progresses: These will be posted on Canvas in the Weekly Modules. You are responsible for completing the reading and assignments posted in those weekly modules along with other semester projects. The final grade will be weighted per the following: Quizzes/exams 15%; Major projects/essays=35%; Homework/in-class activities=25%, REVEL=15%; Discussion Boards=10%

**A. Biography and Research Project/Presentations :** (No late passes accepted on Major Assignments): Students will complete a major biography/research project and a service learning project (Honors Project) More detailed directions and point value will be given in class handouts for the project. (Major Projects=35% of Grade)

- **Research project** will involve both individual and group work as well as a group field trip & presentation Final Projects not turned in will be recorded as a “0.” See Late Policy on Major Assignments. Remember, unless specifically noted, that I do NOT accept assignments through email/electronically. It is your responsibility to print out and submit each assignment, unless you are asked to submit it directly to Canvas.
- **Honor Project:** The Honor project is a service project. More information will be given in relation to this project on a separate handout (sample Honors contract).

**B. Reading & Cultural Response Logs:** All reading and event/speaker assignments will require a written log response or other assignment. Full credit is assigned for responses that demonstrate critical thinking beyond the superficial and obvious and correct format/length. Logs will be docked for omissions, lateness, and incompleteness (see handout for more instructions). Logs may also include mini research assignments. These assignments will be important preparation for the larger projects described above (Points & Weight Vary, depending on assignment. Some will be under homework, others are part of major assignments). You will be provided with handouts that detail specific assignments and point values.

**C. In-class Assignments:** This class uses cooperative learning as means for developing critical thinking and reading skills. The class will have a workshop atmosphere. Since these in-class activity points CANNOT be made up outside of class, attendance is critical! No make-ups offered for missed in-class activities,—no exceptions (Points Vary/Weighted in the homework/in-class category)

**D. Homework, Discussion Boards & REVEL Assignments :** You will also be required to complete **discussion board activities** (10%) . You will also be completing some homework assignments on Canvas or that will be submitted in class. You also will be completing activities in the interactive REVEL textbook. Points vary depending on the assignments. Some of the assignments will be due at beginning of class each week. Others will be due on Thursday by midnight (submitted to Canvas). Homework=25% of grade/REVEL=15% of grade) Note: All homework will be outlined in the Canvas Weekly modules. It is the student’s responsibility to check the Canvas Weekly Modules for Homework.

**E. Quizzes and Exams** may consist of tests or presentations on material. Quizzes will be used if it becomes apparent that reading is not being completed as assigned and on time (no late passes). Quizzes cannot be made up. Exams cannot be made up, except under documented circumstances beyond the student’s control (such as hospitalization, extreme illness—with doctor/urgent care note for the day of exam). The Final Exam cannot be made-up. Exams are worth 100 points each. Quiz points vary. (15% category)

**F. Field Trip/Events:** Students will be required to attend a fieldtrip with their group as well as attend two other outside experiential learning events (speaker & play or art museum). No make-ups will be offered for group field trip and the outside events (except as outlined on handout) No exceptions! Please do not ask. When your group plans the field trip, the group must choose an event that the entire group can attend. (These events are part of the Major Assignments Category= 35 % of the Grade)

**H. Other outside cultural event** may be attended for extra credit (tba) in addition to the campus events already noted as extra credit on the course schedule (will be posted on Canvas). There are also some other extra credit possibilities. **Restrictions on extra credit apply.** See the outside event addendum. Extra credit will be included in the in-class/homework portion of grade.

Note: This Class has a Canvas Course Site. Homework, Discussion Activities, and Web based assignments will be posted on this course site. Grades will also be posted on Canvas. All students must use Canvas and the REVEL textbook on a regular basis. All students must use their official MCCCDC email and must check it regularly as well (recommend you check your email daily). In general, failure to complete response logs, in-class assignments, lectures/events and other homework assignments will lower your overall grade since these points do add up. Detailed assignments will be provided throughout the semester on Canvas under the Modules button. See Late Policy. Use “Life Happens” Passes wisely. Students should keep track of all points/grades. If you have questions about your grades, please ask.

# CHANDLER-GILBERT COMMUNITY COLLEGE

Humanities 108

T /TH 10:00-11:15



## Brief Overview

*Syllabus subject to change: Course content may vary from this outline to meet the needs of this particular group. Due dates for papers may be changed, assignments may be dropped or added. There may be unannounced quizzes, exercises, or assignments. You are responsible for completing all assignments. Students will be notified by the instructor via email and/or Canvas of any changes in course requirements or policies.*

*[See Canvas Assignments/modules/Class Handouts/for further assignments/details: Detailed due dates for readings & assignment specifics will be posted on Canvas in the course modules and are considered part of the syllabus. Also see Canvas for the syllabus receipt statement that all students must submit the first week.]*

### **Week I: (8/22 & 8/24)**

Class Orientation/Introduction to Contemporary Humanities & Chapter 33/34

### **Week II: (8/29 & 8/31)**

Continue introduction to Humanities (Historical & General Overview) Chapter 33 ("The Fin de Siecle") and Chapter 34 (The Era of Invention

### **Week III: (9/5 & 9/7)**

Focus: Chapter 34 continued

### **Week IV: (9/12 & 9/14)**

Focus: Chapter 35 ("The Great War and Its Impact)

### **Week V: (9/19 & 9/21)**

Focus: Chapter 35 continued  
Tentative: Library Research Project Workshop

### **Week VI: (9/26 & 9/28)**

Focus: Chapter 36 ("New York, Skyscraper Culture, and the Jazz Age")

### **Week VII: (10/3 & 10/5)**

Focus: Chapter 36 Continued

### **Week VIII: (10/10 & 10/12)**

Focus: Chapter 37 ("The Age of Anxiety)

### **Week IX: (10/17 & 10/19)**

Focus: Chapter 37 Continued

### **Note: CGCC does NOT have a Fall Break!**

Please do not schedule vacations during the semester. Such absences will be unexcused and no late work will be accepted. No exceptions!

### **Week X: (10/24 & 10/26)**

Focus: Review  
Midterm Exam

### **Week XI: (10/31 & 11/2)**

Focus: Chapter 38 ("After the War")

### **Week XII: (11/7 & 11/9)**

Focus: Chapter 39 ("Multiplicity and Diversity")  
Group Field trip: Must be completed by 11/11

### **Week XIII: (11/14 & 11/16)**

Focus: Chapter 40 ("Without Boundaries")

### **Week XIV: (11/21 & 11/23)**

Focus: Research Projects/Presentations  
Thanksgiving: 11/23 (no classes)

### **Week XV: (11/28 & 11/30)**

Focus: Research Projects/Presentations

### **Week XVI: (12/6 & 12/7)**

Focus: Semester Wrap up

### **Week XVII: (12/14)**

Final: Thursday, December 14:  
9:00 -10:50 am

**Note: Outside event requirements will be on separate handout, but is considered part of syllabus! You must make arrangements to attend the group field trip and other required events, including the service learning event (Part of the HONOR Project). Other extra credit opportunities will be posted on Canvas. Research Project Presentation schedule will be announced.**

# CHANDLER-GILBERT COMMUNITY COLLEGE

## HUM 108: COURSE RESOURCES



HUM108 Contemporary Humanities:  
An exploration of human expression in contemporary arts and sciences

In addition to the required textbook, you will be asked to use Canvas and the REVEL interactive online textbook as well as to access online resources, such as the CGCC library databases, MLA resources, Youtube videos, etc. to supplement the course outcomes/competencies.

In this course, we will use turnitin.com, accessed through Canvas as well as the possibility of students using screencast-a-matic, and You-tube, as well as other 3rd party tools, such as REVEL, the interactive textbook, or Prezi, as a web-based 3rd party tool(s) to complete or participate in assignments, activities and/or access course materials. Students may be required to establish a user name or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk of disclosure. As the course progresses, you will be notified of any other 3rd party tools that you will need to include and will be responsible for reviewing the terms of usage/accessibility statements for each Website. Students who choose to use similar tools are responsible for knowing the terms of usage for those sites they choose to use.

To access the terms of usage and accessibility statements, please go to the following websites for more information

### **REVEL (The interactive textbook)**

Terms of Usage: <https://pi.pearsoned.com/v1/piapi/login/static/html/REVEL-EULA.html>

Accessibility: <https://www.pearsonhighered.com/revel/accessibility/>

Privacy: <https://pi.pearsoned.com/v1/piapi/login/static/html/PrivacyPolicy.html>

### **Screencast-a-matic:**

Terms of Usage /accessibility statements: <https://screencast-o-matic.com/tos>

### **Turnitin-com:**

Terms of Usage: [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)

Accessibility statements: [http://turnitin.com/en\\_us/about-us/accessibility](http://turnitin.com/en_us/about-us/accessibility)

(remember you will not be creating an account with turnitin.com, but will be using the resources through Canvas).

### **You-Tube Videos:**

Terms of usage: <https://www.youtube.com/t/terms>

Other Policy/Accessibility statements: <https://www.youtube.com/yt/policyandsafety/policy.html>

### **Prezi:**

Terms of usage: <https://prezi.com/terms-of-use/>

Other Policy/Accessibility statements: <https://prezi.com/support/>

# CHANDLER-GILBERT COMMUNITY COLLEGE

## HUM 108: THE MAJOR RESEARCH PROJECT



HUM108 Contemporary Humanities:  
An exploration of human expression in contemporary arts and sciences

### “Voices of the Humanities: Exploring Creative Works of the Twentieth and/or Twenty-first Century.”

#### The Project Overview:

Working in groups, students will research and present information relation to assigned areas within the Humanities: Art, Architecture, Music, Dance, Film, & Theater. Students will examine the evolution of works within their area in the 20<sup>th</sup>/21<sup>st</sup> Century in relation to the historical events during this time period.

The group will also choose a cultural event or museum that corresponds with their selection (it cannot be one of the venues we are going on a class field trip).

Students must identify venue for instructor approval. Students must complete an additional field trip permission slip.

Students need to go as a group on this field trip. Once a site/event is submitted for approval, students must attend that event/site as proposed.

Within each group, each student will research an individual whose work is influential in that area of the Humanities (approved by instructor). Each student must choose a different individual.

Students will be presenting their findings and insights in a group presentation.

#### Research Requirements:

**Primary Research (3 total):** Each student must have two primary sources by their person. So if it is an artist, it could be two paintings. If both paintings are in the same book, you would still have two annotated bibliography entries, one for each work. Yes—the rest of the publication would be the same. To continue the same example, it is possible that you might actually visit and see a work by your person. For instance, the art group could go to the Phoenix Art Museum. They could check with the docent to see if the museum has a work by their artists. If so, you could study the actual piece and take notes on it. If they allow photographs, they could take a photo of it or even maybe even a photo of the group with it that they could use in your group Presentation. See the MLA handout posted on Canvas to see how to format a bibliography entry for such a source. The field trip is also considered primary research and is the third primary source, but you won't be including that on your annotated bibliography.

#### Secondary Research: (5 total)

**All students must have 5 unique, secondary sources** (different from what other group members gather for the project).

Each student must have a minimum of 4 secondary sources from the library (either the databases or library print based sources). If you don't use an open web source as noted above, you will then have 5 from the library.

Only one source can come from an open web source (such as Google). If you use an open web source, you need to verify that it is a credible source. For instance, perhaps your person has a Website that he or she maintains. Check with instructor before using any open web source.

Library sources may include specialized encyclopedia/or specialized dictionary articles that you gathered.

You are allowed one print based specialized encyclopedia/dictionary on your person

You are allowed one electronic one (from the library databases) on your person as well

You cannot use more these two (but only one of each type)

You don't have to use two--you can use just one.

Each student must have a minimum of one scholarly journal on your person. You are encouraged & welcomed to have more!

Each student must find 1 secondary source on the general topic focus in general (i.e. Evolution of Music in the 20<sup>th</sup>-21<sup>st</sup> Century). This source must be from the library collection or databases. If possible, gather more scholarly journal articles. All group members must have a different general topic source that they will share with others in the group.

You could also include in the minimum requirements magazine and newspaper articles

#### What sources can't be used?

You are NOT allowed to use general encyclopedias as a source (such as *Encyclopedia Britannica*, *World Encyclopedia*, and *Wikipedia*).

You are not allowed to use more than one open-web source, unless instructor approved and only if it is in addition to the minimum source requirements.

You are not allowed to use more than 1 print based specialized encyclopedia/dictionary article and 1 web based specialized encyclopedia/dictionary article.



# CHANDLER-GILBERT COMMUNITY COLLEGE

## HUM 108: THE MAJOR RESEARCH PROJECT: PART 2



HUM108 Contemporary Humanities:  
An exploration of human expression in contemporary arts and sciences

### “Voices of the Humanities: Exploring Creative Works of the Twentieth and/or Twenty-first Century.”

#### Writing Component:

Submit an Annotated Bibliography\* of all sources, primary & secondary, along with copies of secondary sources used. **(Group component)**

An annotation is a polished summary (précis) of the main idea(s) of the source  
Example of a basic MLA style annotated bibliography will be provided on Canvas  
See instructions at the end of this handout

Critical Analysis/Written Responses: **(individual component)**

Analyze one primary piece for its significance/contributions to the Humanities in relation to the topic (The analysis should be a minimum of 3 pages). Must have prior instructor approval. Each student is writing an analysis in relation to this primary source. The analysis must include both an analysis of the piece of work in relation to how it exemplifies the person's work and also how it aligns with the group's assessment of the evolution of works within their area in the 20<sup>th</sup>/21<sup>st</sup> Century, specifically in relation to the historical events during this time period.

Group Field Trip Cultural Response log **(individual component)**: 3 page min.

#### Presentation Component:

Group will present to class, using a PowerPoint or Prezi or other appropriate medium (instructor approval), the findings of the research. The presentation should focus on the evolution of their area in the 20<sup>th</sup>-21<sup>st</sup> century and how their chosen individual's works reflect that evolution. Presentations should be 15-20 minutes. Groups will also share with the class information gathered and analyzed while on the group field trip. A good presentation will find a way to synthesize all the parts into a coherent “whole.”

#### Grading Information: Total project is worth 200 points (per student)

Individual Attendance at library research day and Library worksheet=10 points

Group Annotated Bibliography = 50 points

Individual Primary Source Analysis = 40 points

Group Prezi or PowerPoint (or other approved medium) & Presentation = 50 points

Group Field trip = 25 points (proof of attendance)

Individual Cultural Response Log (related to field trip) = 25 points

#### \*Group Annotated Bibliography:

You will be taking all your individual sources you gathered and creating one annotated bibliography that you will submit. What does that mean? I will be looking for evidence of 7 sources from each student. That means a group of 4 will have a minimum of 28 (yes 28) sources. A Group of three will have 21 sources. You are ALL responsible for checking the final document for uniformity/that it follows MLA rules for format. However, one of you may volunteer to put it all together as part of the project while someone else may be doing more with the presentation, a future component of the project.

What I won't be able to tell is what you individually gathered in relation to the topic/the big picture. However, I do expect to see some articles that focus on your area in general. So for instance, if you are in the music group, you will have several sources on each of the musicians. In a group of 4, 4 of the 28 sources will be on Music in the 20<sup>th</sup>-21<sup>st</sup> Century. These would be articles that discuss music and its evolution. As you are looking individually at your specific person, you would be looking at how that person is situated within that time period. Who influenced him/her? Who did he/she influence, etc.? That will help you understand that person more specifically, but also will help shed light on your topic in general. So all the research should help you come to a “big picture” understanding while exploring one person in particular. I realize that you are NOT going to be able to delve into all the nuances of your topic in the 20th and 21st century, but you can look at general movements/changes--specific characteristics.

You should have subheadings: The first one should emphasize your topic generally, such as Music in the 20<sup>th</sup>-21<sup>st</sup> Century. You will then have a heading for each topic (your chosen person), all of which should be alphabetized. Within each sub section, you should be alphabetizing the entries as well (i.e. by artist's last name/MLA format).

The entire group is responsible for proper formatting of entire document. That means that there should be uniform formatting. I will not be grading the sections separately. The final grade will be based on the bibliography. Work together to make sure that all the parts are correct. If someone is struggling with format, and you know how to do it, help them make the corrections. You can also take it to the Writing Center and get help with formatting. I do not fix them for you when you submit them. I will be checking that you meet the minimum requirements and I will tell you if the format is correct or not, but I will not fix individual entries. If you have questions or are confused, I am always happy to meet with the group outside the class and give suggestions! I just won't be your “editor.” I, however, will help you learn MLA so you can be successful.

You cannot submit individual parts separately! If you do that, the project will be late and/or won't earn a passing grade.

A project component that is submitted late on the original due date and/or the revision due date will be penalized the 10% when the final component is graded.



# The Humanities

Culture, Continuity & Change

THIRD EDITION

Henry M. Sayre

OREGON STATE UNIVERSITY



VOLUME II

1600 TO THE PRESENT

PEARSON

Boston Columbus Indianapolis New York San Francisco  
Upper Saddle River Amsterdam Cape Town Dubai London  
Madrid Milan Munich Paris Montréal Toronto Delhi Mexico City  
São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

## DEAR READER,

It has been fifteen years since I first sat down to write *The Humanities*, and now, with the publication of this third edition, I'd like to take the opportunity to reflect a moment on this book and the value of the humanities in general.

The great question facing the humanities fifteen years ago was simple and direct: Do we or do we not include the cultures of the world, beyond the West, in the text? Many of us teaching the course felt unequipped to take on the arts and cultures of Asia, Africa, and Central and South America. Others felt that there was already too much to cover in simply addressing the Western world. But as work on the book proceeded, it became evident to me that taking a global perspective was not only important, but essential to the humanistic enterprise in general.

And what, you might well ask, is the humanistic enterprise in the first place? At the most superficial level, a Humanities course is designed to help you identify the significant works of art, architecture, music, theater, philosophy, and literature of distinct cultures and times, and to recognize how these different expressions of the human spirit respond to and reflect their historical contexts. More broadly, you should arrive at some understanding of the creative process, and how what we—and others—have made and continue to value reflects what we all think it means to be human. But in studying other cultures—entering into what the British-born, Ghanaian-American philosopher and novelist Kwame Anthony Appiah has described as a “conversation between people from different ways of life”—we learn even more. We turn to other cultures because to empathize with others, to willingly engage in discourse with ideas alien to ourselves, is perhaps the fundamental goal of the humanities. The humanities are, above all, disciplines of openness, inclusion, and respectful interaction. What we see reflected in other cultures is usually something of ourselves: the objects of beauty that delight us, the weapons and the wars that threaten us, the melodies and harmonies that soothe us, the sometimes troubling but often penetrating thoughts that we encounter in the ether of our increasingly digital globe. Through the humanities we learn to seek common ground.



### ABOUT THE AUTHOR

Henry M. Sayre is Distinguished Professor of Art History at Oregon State University-Cascades Campus in Bend, Oregon. He earned his Ph.D. in American Literature from the University of Washington. He is producer and creator of the 10-part television series, *A World of Art: Works in Progress*, aired on PBS in the Fall of 1997; and author of seven books, including *A World of Art*, *The Visual Text of William Carlos Williams*, *The Object of Performance: The American Avant-Garde since 1970*; and an art history book for children, *Cave Paintings to Picasso*.



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