Course Title: INTRODUCTION TO HUMANITIES  
Course Number: HUM 1020  
Prerequisites: ENC 1101 CR C  
Credit Hours: 3  

Class Meeting Times: Online course: no meeting times  
This course is designed as an online course and therefore there are no on-campus meeting dates required. A student may access the course on the first day of class at: http://online.fkcc.edu. If the student has difficulty in logging in to the course or the student does not see the course listed, contact the Office of Distance Learning helpline at 305-809-3177 or e-mail to D2Ihelp@fkcc.edu for assistance.

Synchronous Office Hours: Check the Announcement section of the course for synchronous office hour times.

Announcements: Weekly Announcements from the instructor will be posted on the announcements page. To access click on "Announcements" under Course Tools.

Instructor: Dr. Lynne Bentley-Kemp

Office Hours: Tuesdays & Wednesdays 11-12 pm – access Chat in course menu or you may call me for personalized contact.
Phone: 305-395-0848 during office hours or between 9AM and 7 PM during the week, please leave a message if you have not made an appointment in advance via email and I am unable to answer your call. You may send me an email at lynne.bentleykemp@fkcc.edu at any time. You should expect an answer within 24 hours from the time you sent your message.
This course is a basic introduction to the student of humanities using an interdisciplinary approach. This course focuses upon central concepts and the fundamental nature of philosophy, architecture, literature, music, religion and art. Concepts from these disciplines are integrated with contemporary American culture. This course includes a 6000 word writing requirement. *Satisfies the General Ed. Requirement for the Arts.

This course satisfies the Gordon Rule writing requirement. A grade of “C” or higher must be attained.

Upon completion of the course, the student will be able to demonstrate specific knowledge:

1. Of the DEVELOPMENT, ELEMENTS, PURPOSES, AND SIGNIFICANCE OF THE VISUAL AND PERFORMING ARTS.

2. Of CREATIVE IDEAS AND THE ACCOMPLISHMENTS OF WESTERN CULTURE IN ART, DRAMA, MUSIC, LITERATURE, AND PHILOSOPHY.

3. TO Formulate an analysis of SELECTED CREATIVE WORKS.

—by successfully answering questions on objective examinations in the form of essays and class discussions

Overall, the student will demonstrate:

1. Knowledge and Thinking Skills- the student will be able to offer insight into the relationships between humanities and culture and will be able to recall important information so that comparisons and analyses can be made.

2. Communication Skills- vocabulary will be enhanced and ideas organized so the student can present an argument clearly, in written form.

3. Critical Thinking- the student will be able to make personal interpretations of events and motives as well as gaining the ability to analyze their own ideas critically.

Specific goals and objectives for each assignment may be found in the course calendar

The Art of Being Human: Humanities as a Technique for Living
Publisher: Pearson
Authors: Richard Paul Janaro and Thelma C. Altshuler
College-level Competencies

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication**: Comprehend and articulate effectively – written and oral communication

2. **Critical thinking**: Demonstrate mastery of problem-solving skills in the discipline

3. **Diversity**: Interpret and evaluate societal and ethical issues, problems and values

4. **Technology**: Utilize technology effectively

Course Calendar

The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 100 points that can be achieved during this 15-week course, with each week offering a total of 7 possible points. One point is earned by participating fully in the discussion with a minimum of 2 posts and 6 points are earned with a well-written essay. Students are able to gauge their performance according to this grading scale throughout the duration of the course.

The “Student Assessment” column lists all of the assignments required by this course and their due dates. I strongly recommend you print this out and refer to it often. All weekly essays should be approximately 300-600 words (no more than 900 words, please) and MUST be submitted by midnight on the day they are due.
1. **Students are responsible for following the course calendar.** Consult your calendar before you start a new chapter or section. (Note: Some sections may not be covered in the same order as in the text). If you ever have a question that begins with “When is ___”, the answer is probably already published in this Course Calendar. Looking here first will probably get you a quick answer to your question.

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<tr>
<th>Competency</th>
<th>Lesson/Week</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Assessment</th>
<th>Points</th>
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<tr>
<td>1, 2, 4</td>
<td>Lesson/Week 1</td>
<td>1. will be able to define archetype, hero, anti-hero, collective unconscious</td>
<td>1. participate in online introductions of students and teacher</td>
<td>1: Discuss a modern personality whose life more or less fits the pattern of the rise and fall of the hero as described in the text. What are the characteristics of the hero? Where does your hero fit in the archetypal structure?</td>
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<tr>
<td></td>
<td>Intro to course</td>
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<td>Due Date: Aug. 31</td>
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<td></td>
<td>MYTH AND ORIGINS OF THE HUMANITIES</td>
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<td><strong>Your Introduction and course contract must be completed by August 24</strong></td>
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<tr>
<td>Objectives:</td>
<td>1. participate in online introductions of students and teacher</td>
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<td></td>
<td>2. Read Chapts. 1 - 3</td>
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<td></td>
<td>Integrate the use of myth to illuminate archetypes</td>
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<td></td>
<td>Apply Apollonian and Dionysian thought to everyday experience</td>
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<td></td>
<td>Be able to identify archetypes in works of art</td>
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<td>Lesson/Week 2</td>
<td>LITERATURE</td>
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<td>Objectives:</td>
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<td>Understand the concept of plot development</td>
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<td>Define protagonist, prose, poetry, simile, metaphor</td>
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<td>Examine the novel and the short story as literary conventions</td>
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<td>1. will be able to define literary forms such as haiku and lyrical poetry</td>
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<td>1. Read Chapt. 4</td>
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<td>1: Define ‘lyrical poetry’ and compare it to modern day hip hop. How are the details expressed in each form? Compare and contrast styles and use examples to illustrate your points. How might each style of poetry fall under a Dionysian or Apollonian characterization?</td>
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<td>Due Date:</td>
<td>Sept. 7</td>
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<tr>
<th>Lesson/Week 3</th>
<th>ART</th>
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<tr>
<td>Objectives:</td>
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<tr>
<td>Demonstrate the function of critique in visual art</td>
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<td>Recognize representational and non-representational art</td>
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<td>Understand how technology has affected the development of art and art movements</td>
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<td>1. Be able to discriminate characteristics of style in visual art</td>
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<td>2. Recognize and identify historical influences in art</td>
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<td>3. Use the vocabulary of art</td>
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<td>1. Read Chapt. 5</td>
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<td>2. Conduct a Web search of canonical art works – use examples of art in your text to begin the search.</td>
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<td>1: Students will write a critical analysis comparing and contrasting Impressionism and Cubism. Discuss the work of two well-known artists, one who represents Impressionism and one who represents Cubism.</td>
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<td>Due Date:</td>
<td>Sept. 14</td>
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<tr>
<td>Lesson/Week</td>
<td>Objectives</td>
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<td>4</td>
<td><strong>MUSIC</strong></td>
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<td>5</td>
<td><strong>MUSICAL STAGE</strong></td>
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<td>Lesson/Week</td>
<td>THEATRE</td>
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| 6          | 1. Understand the criteria that critics use when they review theatre productions.  
2. Gain an appreciation for staged live theatre over the history of the medium. | 1. Understand the philosophy of existentialism and its application to film. |
| 7          | 1. Read Chapt. 7  
2. Access www.nytimes.com theater reviews, find two plays and read reviews by two different critics.  
3. Do a web search or go to the library and find more info on these plays – including other critical reviews. | 1: Compare the Bergman film with the Jarmusch film. How does each film look visually? What devices do the directors use to draw you into the film? What is the basic premise of existentialism and how is it illustrated in each of the films? |

**Due Date:**  
- Oct. 5  
- Oct. 12
<p>| 1,2,3, 4 | Lesson/Week 8 | RELIGION | 1. Understand the fundamentals of the world’s great religions | 1. Read Chapt. 10 | 1. After reading and conducting your internet research write an essay that discusses the fundamentals of the world’s great religions as outlined in Chapt 10. How is the afterlife represented in polytheistic religions? Contrast with monotheistic religions. | Due Date: Oct. 19 |
| 1,2,3, 4 | Lesson/Week 9 | MORALITY | 1. Apply the concepts of moral relativism, realism and idealism to a real life situation | 1. Read Chapt. 11 | 1. Read the story of Debra and John in Instructional Activity In the context of Debra’s moral dilemma describe the basic tenets of Glaucon and Socrates’ philosophies and explain how each theorist would solve the problem. What are the fundamental principles of moral relativists and how would they solve the problem? | Due Date: Oct. 26 |
| 1,2,3, 4 | Lesson/Week 10 | HAPPINESS and Love | Objectives: Recognize how humans cope in the context of their own happiness and others. Integrate Greek philosophical descriptions of happiness with real life desires. Recognize and define various kinds of love and the history of each. Understand the cultural and social conventions of love. | 1. Understand the differences between hedonism, stoicism and epicureanism. 2. Define the Aristotelian concept of happiness and success. 3. Understand the underlying principles of eastern &amp; western philosophies of happiness. Understand the use of love as a universal subject in the arts. | 1. Read Chaps. 12 and 13. 2. Conduct internet research on welfare societies and governmental responsibilities for the happiness of their citizens. | 1: Write a thought paper that outlines the meaning of love and happiness in art. You may choose a novel, poem, play or musical selection to illustrate your points. NO FILMS. Is the principle character (or characters) a hedonist, epicurean or stoic – or some combination? Why is the notion of love and happiness so complex? How exactly are the emotions of happiness and love expressed in the art form you chose? Use references to Aristotle and Plato when you write this essay. Due Date: Nov 2 | 6 |</p>
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<th>Lesson/Week</th>
<th>LIFE AFFIRMATION</th>
<th>CONFLICTS IN ART</th>
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<td>11</td>
<td>Objectives: Recognize the importance of ritual and belief in death. Recognize and analyze expressions of grief and affirmation.</td>
<td>Objectives: Understand the roots of censorship. Describe and analyze the conflicts of artists with society.</td>
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<td>1. Understand the role of redemption and catastrophe in literature and film. 2. Apply key concepts of the afterlife to cultural and religious expressions of immortality. 3. Understand the use of symbolic death as a device in the arts.</td>
<td>1. Recognize critical issues in the censorship of works of art. 2. Make comparisons of censorship in the arts throughout history.</td>
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<td>14</td>
<td>Pgs. 495-527</td>
<td>1. research historical examples of censorship in art. 2. look up <a href="http://www.artcrimes.net/holy-virgin-mary">www.artcrimes.net/holy-virgin-mary</a></td>
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<td>4. View the film, Harold and Maude. Check the DVD at your local library or order from Netflix. You may see many scenes from the film on YouTube.</td>
<td>1: View Chris Ofili’s painting, <em>Holy Virgin Mary</em> (plate 36 in the 9th edition of your text). Research the background of the Sensation exhibition at the Brooklyn Museum. Do you think this type of art should be banned? Why or why not? Be specific and research censorship cases in the history of art when responding.</td>
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<td><strong>Due Date:</strong></td>
<td>Nov. 9</td>
<td>Nov. 16</td>
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**LIFE AFFIRMATION**

Objectives:
- Recognize the importance of ritual and belief in death.
- Recognize and analyze expressions of grief and affirmation.

1. Understand the role of redemption and catastrophe in literature and film.
2. Apply key concepts of the afterlife to cultural and religious expressions of immortality.
3. Understand the use of symbolic death as a device in the arts.

4. View the film, Harold and Maude. Check the DVD at your local library or order from Netflix. You may see many scenes from the film on YouTube.

**CONFLICTS IN ART**

Objectives:
- Understand the roots of censorship.
- Describe and analyze the conflicts of artists with society.

1. Recognize critical issues in the censorship of works of art.
2. Make comparisons of censorship in the arts throughout history.

1: View Chris Ofili’s painting, *Holy Virgin Mary* (plate 36 in the 9th edition of your text). Research the background of the Sensation exhibition at the Brooklyn Museum. Do you think this type of art should be banned? Why or why not? Be specific and research censorship cases in the history of art when responding.
Materials
Publisher: Pearson/Longman
You may choose to buy the 9th edition used if you prefer. There is a chapter included in that edition that addresses censorship. (Lesson 12 Topic)

There are 2 assignments (Lessons 7 & 11) that will require you to view films. You will have to access these films from a source like Netflix, a video store/kiosk or a public library. Please plan ahead so that you are prepared to view the films in the time allotted.
Grading Scale

The following grade scale will apply to this class:

- **A:** 90 % or above    point value : 100-81
- **B:** 80 - 90 %                               80-70
- **C:** 70 - 80 %                               69-55
- **D:** 60 - 70 %                               54-40
- **F:** below 60 %                             40-0

**Exam Policy**

- Each exam will be given online. In this course the ‘exams’ are always in the form of essays. These essays must be written in MLA format.
- Makeup essays *may be* offered to students with emergencies, but only if they can provide acceptable documentation of the emergency (e.g., hospital admits slip, etc.). The instructor reserves the right to change the format of any makeup exams (e.g., to writing a research paper on a relevant topic selected by the professor).
- The final exam cannot be made up for any reason.

**Communications:** The online format of this class puts a premium on communications. The prime responsibility for timely communications rests with you - the student. This course will utilize the following methods:

**DISCUSSION FORUMS:** Most weeks under the discussion tab, there will be a question to which the students are to *post a response during the week*. The student must click on the “respond” button immediately after the question. The student is to make appropriate comments; for maximum credit the student is to respond to at least one other student’s *response that week*. The student should also check to see who has responded to their comments and respond to this person if it is appropriate to do so. These responses are also to be thought revealing – they are more than “I agree” or “I disagree.” The student is expected to provide quality insight citing and documenting references, in order to demonstrate an understanding of the weekly topic and provide original thought in the posts. Cutting and pasting from the text, websites, or providing a response with limited substance will receive a significantly reduced grade. As with all activities in this class, quality counts and the postings need to add value to the discussion.

In addition, most questions about class policies and subject matter should be posted in the discussion forum to allow the entire class to benefit from the question and the answer. There will often be important information published to the class via the Announcements section, such as changes in due dates, exam information, etc. **The student is responsible for all information published here.**

Occasionally, time-sensitive announcements will be posted in the Announcements section. The student should log on to D2L 3-4 times each week to check for time-sensitive messages. Before the student posts a question, look through the Discussion Board. That same question may have already been asked and answered.

**EMAIL:** The email utility within D2L should not be used for personal items that are not appropriate to share with the entire class. This e-mail uses the student’s FKCC e-mail account.

**What can the student expect from your instructor?**

The instructor will log into D2L and check for messages at least once per day, including weekends and holidays. If the student has an urgent message for the instructor, do not post the same message both on a Discussion Forum and in an email. Doing both will waste the students time and will not result in the instructor getting the message any faster. If the instructor expects to be out of contact for more than a couple of days, they will inform the class via the Announcement section...
Important Note: If the instructor has not responded to a student email or voicemail message by the end of the day after the student left the message, the student should assume that the instructor did not receive it and leave another message.

Logging Off From D2L

In order to better serve our faculty and students, all D2L users should click the “Logout” link when completing online course work. By logging off instead of just closing the internet browser window, D2L server space is freed and system performance is optimized. In addition, logging off will more accurately record each student’s time logged into the online course.

Class Participation

Class participation is a combination of discussions and online assignments. The online discussion component is defined as posting a minimum number of substantial, separate, and distinct messages to the various Discussion Forums. These discussion board messages must be posted before the deadlines in the Course Calendar to count toward the student’s participation grade.

For the purposes of this class, a substantial online posting must:
1. Provide a good explanation of a concept or concepts related to the material discussed in the forum, or give a good example of how a concept can be applied, or provide an insightful response to a previous post.
2. Be factually correct. The post should help your classmates, and yourself, learn the material.
3. **Be at least 150 words in length.** Messages that do not meet this length requirement will earn only a small amount of partial credit.
4. Have acceptable spelling and grammar. Although this is not a writing class, this is College. Students should get into the habit of writing complete sentences that are grammatically correct. Take advantage of the spell check feature in D2L.
5. Do your own work. Do not plagiarize from any source (internet, textbook, etc) as the body of your post. Study the concept, and then express it in the student’s own words. Make certain to cite and document references.

Other key points:
1. **Only messages that meet all of the requirements of a substantial post** listed above will earn full credit for participation.
2. It is acceptable (and encouraged!) for more than one student to respond to the same message. The best way to be sure you understand a topic is to try to explain it to someone else.
3. Please use the discussion forums to ask all of the questions you have about the class material. The instructor wants students to ask a lot of questions, and these questions will contribute to the class participation grade.
4. Off-topic messages will not count toward the participation grade.
5. **If the final average is on the borderline between two letter grades, active participation (posting several messages to each forum, on average) will work to the student’s advantage as the instructor decides which of the two letter grades the student has earned.**
6. Messages must have content that contributes to the discussion. Messages that contain a few words and merely say “I agree with you” or something similar will not earn any credit.
7. These participation points are the easiest part of the grade to earn, and also the easiest to forget to do. Don’t forget!
8. Copying and pasting from any source, even if the student cites the source, is not acceptable. The should study the source document and paraphrase what they learned when typing a message.

**To earn 100% on the discussion portion of the class participation grade, the student must do the following by the dates published in the Course Calendar:**

1. Post an introductory message to the class in the Introductions forum.
2. Post one substantial message in each discussion forum at any time during the week in which that forum is scheduled. (If two forums are scheduled during the same week, then one message must be posted in each forum.)
3. Some extra credit will be given for substantial messages that are posted no later than Wednesday of the week they are due. This is to encourage students to post early in the week, which will help generate a better class discussion within each forum.
4. If no substantial messages are posted on time in a forum, it will not be possible to earn 100% for that forum. A small number of messages that are not substantial but do say more than “I agree” or “Good Post!” and are more than 1 or 2 sentences in length will earn some part credit, but not very much.

**Late Work**

1. Any assignment not submitted by the date and time specified in the Course Calendar is considered late, unless you have contacted me and I have approved an extension in advance.
2. Assignments (other than class participation) will be accepted up to 7 days late unless you have contacted me and we have mutually agreed on an alternate submission date before day that the assignment is due. **Please place your work in the Late Drop Box – Do not send as an attachment to an email!**
3. Late assignments (other than class participation) will be assessed a late penalty equal to 15% of the total point value of the assignment. The penalty will be based on the date that the assignment is actually submitted.
4. The above policy does not apply to the final exam or any other assignment that may due during the Final Exam period. No assignments due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time.
5. Class participation will not be accepted late unless you have contacted me and we have mutually agreed on an alternate submission date in advance. Posting class participation messages late will add little to the class discussion of those topics.
6. Internet connection problems are not an acceptable excuse for late work. You should have a plan in place for internet access in case your primary method is unavailable. I strongly recommend submitting assignments at least one full day early to allow time to recover from technical problems.
7. If you are unable to access the online classroom due to a College server outage on the date that an assignment is due, the following guidelines apply. If I have not heard from you before the deadline I will not waive the late penalty described above.
   a. Send me an email before the assignment is due. If you don’t have access to the internet, leave a message at the phone number listed at the top of the Syllabus.
   b. If there is a problem with the D2L server that prevents completing an exam or discussion, I will make a reasonable accommodation and publish the information in the online classroom as soon as I am able to log on myself.
8. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. No exceptions will be made to the above policies unless you can provide documentation of the situation that I consider adequate.
Copyright Notice

The materials and content provided in this course is intended only for registered Florida Keys Community College students who have paid their tuition and fees to attend this course. Materials that are affected include, but are not limited to, text, still images, audio recordings, video recordings, simulations, animations, diagrams, charts, and graphs. Every effort has been made to insure these materials are not disseminated to anyone beyond those who have legally registered for this course. Download, revision, or distribution of course material with anyone other than registered classmates and the instructor is strictly prohibited.

Students are expected to familiarize themselves with FKCC Policies, which can be found in the current Student Handbook.

Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

- Understand the policies detailed in this Syllabus.
- Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
- Understand that you will be held accountable to the standards published in this document.
- The Class Contract must be submitted via the dropbox by the date published in the Course Calendar and Assessment Measures.

By signing my name I acknowledge the above. (This is a PDF file – you may use the tools feature to create a digital signature)

Print Name: ______________________ Date: ________________

Signature: ____________________________________________