Course Prefix/Number/Title:

HUM 102 Introduction to Humanities 2

Number of credits:

3

Course Description:

This course is designed to introduce beginning university students to the major disciplines of the Humanities: philosophy, history, religion, drama, music, literature, and art.

http://www.ndus.edu/uploads/resources/2275/humn.pdf

Pre-/Co-requisites:

None

Course Objectives:

This course will introduce students to the disciplines of the Humanities, to the cultural phenomena created in Renaissance Europe to global art in the twentieth century, to the questions the major disciplines ask of those phenomena, and to the methodologies used to learn about those phenomena.

Course Objectives:

This course will introduce students to the disciplines of the Humanities – philosophy, history, religion, drama, music, and art – will introduce students to cultural artifacts from the late middle ages in Europe to postmodernism, will introduce students to the questions Humanities disciplines ask of cultural artifacts, and will introduce students to methodologies used to learn about those cultural artifacts.

Instructor

Gary Albrightson

Office:

Thatcher Addition 2207

Office Hours:

Asynchronous by course message in Blackboard, synchronous by appointment through Blackboard Ultra Collaborate

Phone:

701 228 5602

Email:

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Lecture/Lab Schedule:

Online and asynchronous

Textbook(s):

All resources for the course are linked to sources online and in the DCB Library

Course Requirements:

Read assigned web sources and write weekly response essays as well as write and submit a final essay on a topic students choose from the disciplines and periods studied during the semester.

Tentative Course Outline:

Using sources and avoiding misuse and abuse of sources

Introduction to European and non-European Art from Renaissance Europe through the 20th century

Introduction to European and non-European Religion from Renaissance Europe through the 20th century

Introduction to European and non-European from Renaissance Europe through the 20th century

Introduction to European and non-European Philosophy from Renaissance Europe through the 20th century

Introduction to European and non-European History from Renaissance Europe through the 20th century

Introduction to European and non-European Music from Renaissance Europe through the 20th century

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Competency/Goal 7: Evaluates principles of Arts and Humanities

Learning Outcome 1: Creates art

- Performance Indicator 1: Applies knowledge of fundamentals of genres
- Performance Indicator 2: Creates original works of art

Learning Outcome 2: Analyzes art

- Performance Indicator 1: Demonstrates knowledge of art forms
- Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

- Performance Indicator 1: Demonstrates knowledge of systems of aesthetics
- Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

- Performance Indicator 1: Demonstrates knowledge of art forms in cultures
- Performance Indicator 2: Evaluates the impact of art on individuals and society

Relationship to Campus Focus:

The quotation below, attributed to Dr. C.N. Nelson, is published in the atrium of the Nelson Science Center here on the DCB campus.

> Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. Both the biosphere, nature, and the technosphere, technology, offer potential but also place limits on human action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes "language"and "reason" as part of its definition. Beyond – the third concept in the DCB focus on nature, technology, and beyond – contains incentives and goads to action, law and religion being two well-known examples among very many more. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students begin learning to use the resources of language for more than transmitting information. DCB students learn to use language and explore its potential to reconcile the technosphere with the biosphere.

Classroom Policies:

In this class students will be asked to

use email or Blackboard course messages as assigned to respond to discussion topics,

submit all the prewriting exercises and outlines of essays,

revise writing assignments to meet minimal competencies and beyond on essays chosen by students from among options the course offers,

Submit work on time: late work is assessed penalties.

Work submitted to this class should be written for this class this semester. Submitting work that earned credit in other classes is a type of plagiarism that earns a failing grade.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one

recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.