

# Syllabus & Home Page

## HUMAN 6: Humanities in the U.S. Syllabus & Home Page



**Class begins: 1/25/2021**

**Class ends: 5/21/2021**

**Class time: Mondays 12 - 1:30**

**Final: To be Arranged**



### **INSTRUCTOR**

Sarah Whyllly

707.307.3034

[swhyllly@santarosa.edu](mailto:swhyllly@santarosa.edu) (<mailto:swhyllly@santarosa.edu>)

**Office Hours: Thursdays 12 - 1:30**

**Office: Zoom - Zoom links can be found in the Canvas navigatio**



**Teaching Assistant: Jesse Hayes**

**Email:**

**Text:**

The following deadline dates have been established for this section:

Day Class Begins:	Monday, January 25, 2021
Day Class Ends:	Friday, May 21, 2021
Day/Time of Final Exam:	To be Arranged
Last Day to Add without instructor's approval:	Tuesday, January 26, 2021
Last Day to Add with instructor's approval:	Sunday, February 7, 2021
Last Day to Drop and be eligible for enrollment/course fee refund:	Sunday, January 31, 2021
Last Day to Drop without a 'W' symbol:	Sunday, February 7, 2021
Last Day to Drop with a 'W' symbol:	Sunday, April 25, 2021
Last Day to Opt for Pass/No Pass:	Friday, May 21, 2021
First Census Date:	Monday, February 8, 2021
Mid-Term Date:	3/29/2021 - 4/25/2021

### **Course Description**

An interdisciplinary pluralistic exploration of Humanities in the United States. The course will explore the cultural contributions of at least three ethnic groups, focusing on the visual arts, music, drama, film, literature and philosophical/religious thought in the United States. Course materials may be presented either chronologically or thematically.

### **Student Learning Outcomes & Objectives:**

**Upon completion of this course the students will be able to:**

1. Articulate the ways in which the study of the Humanities in the United States provides diverse ways of understanding human thought, creativity, and aesthetics.
2. Interpret and evaluate art forms and ideas (e.g. visual art, architecture, literature, philosophy, film, music, dance and theater) from at least three distinct cultural/ethnic groups within the United States.

**Course Components:**

**\*\*This course is going to have aspects of a multiplayer role-playing game incorporated into it. I will explain to all of you what this means on the first day of class but essentially we will be treating some of the work and activities of the class as a giant role-playing game. If you don't know what this is, please don't let that scare you, I am very patient and I guarantee we will have a lot of fun together.\*\***

**Course Site:** This is a Canvas course. Make sure you understand how to access the site for this course. We will go over some of the details of Canvas in class. I will post any announcements for class on Canvas, and it should be checked at least twice a week.

**Guild Name:** You will choose a name for your guild that you will use for discussion, guild-work, and projects.

**XP** – Experience points or, in other classes, points.

**Guilds** – Groups

**RPG** – Role-playing game

**\*\*Points for the course will be translated into XP or experience points.\*\***

**Grading Explanation:**

The student will, by doing the assigned work for the course, accumulate points which will determine the final grade.

**Your grade will be based on XP you earn divided by the total number of XP points from required assignments for the course.**

As this is a three unit, UC transferrable course, the student is expected to do 6 hours of homework every week (2 hours outside class for every one hour inside class is the legal definition of a unit in a lecture class)

**There will be 5 ways I assess learning in the course. They are as follows:**

**Attendance and Participation:** You are expected to attend class regularly and attendance is monitored via Zoom participating in activities on the days that class meetings are scheduled. Short activities that are worth a particular number of points may be conducted during class. Zoom class

meetings are mandatory and cannot be made up, regardless of whether an absence is excused or unexcused. Participation and presence will be important for success in this class. This includes being prepared to speak about the reading, asking me to clarify what you do not understand, playing games, interacting in groups and responding to comments made by other students in lectures and during discussion. You are also expected to treat all of your classmates with respect during class discussions. I encourage frank and honest discussion but I expect it to be in the context of an academic and respectful exchange.

**Reading:** Most of the comprehension of the learning you will do in this course will come from careful reading of assigned texts and class discussion. You will encounter a variety of writing styles in this class: philosophical essays, literature, poetry, plays, religious, and historical documents. You will also be synthesizing materials written about culture with cultural products themselves. You should learn to look for the author's thesis, arguments, and key terms. If you encounter a term you do not recognize you should attempt to look it up and then ask about it in class. You should come to class with ideas about what point the author is trying to convey and how this point relates to other materials we have covered in the course. You will be writing weekly responses to readings in order to demonstrate that you are completing the reading.

**\*\*\*A reading schedule for the following week will be published to the Canvas site during the week prior and all students should come to class having read the material listed as due for that day of the class\*\*\***

**Social Context Analysis:** More details can be found below and even more specific details on the expectations for each one will be forthcoming during the course about these assignments. Prompt instructions and help will be posted on what is expected for each one.

**Journal Entries/Blog posts** - You will need to create journal entries or a blog for this class. There are instructions provided in the introductory information for the class which explain how to set up a blog if you choose to use one for this. Details on this assignment can be found below.

**Investigation projects:** You will be asked to work with your guild to conduct investigations in the context of adventures related to the course materials I give you. These are part of the role-playing aspect of the class and you will be given full details ahead of time of the parameters and expectations of these projects. These will be shorter and more flexible than other assignments. All work for these projects that requires grading will need to be submitted to Canvas. It will be up to students to ensure that all work that students want to have evaluated for these assignments is submitted to Canvas.

**Quizzes:** There will be a few reading quizzes in the class. The frequency of them will depend upon the robustness of the conversation on the readings in class and in assignments. If I get the impression students are not reading the material then there will be more quizzes.

**Extra Credit:**

**Extra Credit Opportunities:** These will be random and at my discretion. They will be announced in class and posted to our Canvas course site and will related to particular topics from the course material. I do not guarantee the availability of these assignments and they should not be counted on as a regular part of your grade.

### **Classwork and Homework Activities (This is how you earn XP):**

#### **Guild Work:**

*This is group work. You are expected to participate in class and sometimes this includes working with your peers. This includes being prepared to speak about the reading, asking me to clarify what you do not understand, and responding to points raised by other students in your guild. You are also expected to treat all of your classmates with respect during such activities. I have a well-designed system for awarding points to those in the guild doing their part so please do not worry that you will end up being solely responsible for the work of your guild. All guild work is graded on an individual basis and must be present in Canvas to receive credit, however, I must be able to see evidence that you worked with your guild to produce the work as well.*

**Guild Investigations:** These projects will be conducted in class and some may require work on the part of individuals outside of class. These investigations will be centered around an adventure that you will be sent on with your guild. It will be your task to immerse yourself fully in the adventure and follow all instructions carefully. **Each of these investigations will be worth 50 XP each.**

**Zoom Activities:** These are short activities that you will likely be given during Zoom sessions. These will be at random and cannot be made up.

#### **Solo Quests:**

*These are reading and writing activities that are to be done individually. You may NOT work with other students to complete these assignments with the exception of conducting research together. The writing of assignments must be completed individually. Most of the learning you will do in this course will come from careful reading of assigned texts and class discussion. You will encounter a variety of writing styles in this class: philosophical essays, religious, and historical documents. You will also be analyzing works of film, art, and literature and synthesizing materials written about culture with cultural products themselves. In the case of readings, you should learn to look for the author's thesis, arguments, and key terms. If you encounter a term you do not recognize you should attempt to look it up and then ask about it in class. You should come to class with ideas about what point the author is trying to convey and how this point relates to other materials we have covered in the course. There will be periodic reading exercises to ensure that everyone is doing the reading.*

**Solo Crafting - Personal Identity Journal:** You will need to keep a personal identity journal for this class. This can be in the form of a blog or can be done in paper format. Both options will be available in the submission areas. You can use any blogging service you like for this assignment; there are instructions for setting up a Google Blogger account in the initial modules in Canvas but you aren't

required to use Google. You may also type it into a Google doc or Word doc and submit it that way. If you do share anything from Google, please ensure you share it with me in Google before submitting. The email to share this with is [sewhyly@gmail.com \(mailto:sewhyly@gmail.com\)](mailto:sewhyly@gmail.com). Please do not send email messages to this address as I do not use this email for work.

This is a creative exercise. The journal entries/blog posts should be about some aspect of personal identity that you want to talk about that represents some aspect of who you are. This can be based on gender, sexuality, race, ethnicity, culture, career/job, academic interests, social class, fun stuff (gaming!, media, makeup, food, sports, etc.), family history, etc.

You are responsible for an posting image, audio file, video, etc. for each post that you found online that you believe represents or captures or evokes this aspect of your identity and then you will provide a minimum 3 paragraph explanation of how the image, vide, audio file, etc. connects to your sense of that aspect of your personal identity. The post needs to be at least **3 full paragraphs** (a minimum of 6 sentences each) and fully explain how the item chosen connects to who you are. This will help you better understand the cultural construction of identity and how art connects to our creativity. **Each blog post is worth 20 XP and 4 blog posts in total are required. These will be opened during particular weeks and students will have 2 weeks to complete them. They will remain open during the semester and late penalties will not be applied, however, all blog posts for the class must be completed before finals week.**

**Solo Crafting – Social Context Analysis Papers:** You will write three 1000 word essays in the form of social context analysis based on our readings and the course material as well as some of your own research for at least 2 of the papers. Written assignments will be graded on the basis of clear writing (including grammar and syntax), serious and original reflection on the topic, and successful integration of the terms, concepts, and ideas presented both in class and the readings. You will be expected to to use MLA formatting style for the research in the essay. There will be materials and guidance provided to help you accomplish this, assist with the writing process, and help you do research in the SRJC Library. **These are worth 100 XP each and there will be 3 of them due during the semester. Late work will receive a five-point deduction per day, beginning immediately after the deadline. This includes the weekend. Work that is more than two weeks late will not be accepted.**

**Quizzes** - These will be based on the readings for the course and will be in Canvas. **Quizzes will be open for several days during the weeks they are due and cannot be made up without arrangements being made prior to the due date with the instructor.**

## **Paper Formatting Expectations:**

**Please ensure that all submitted papers meet all of the following parameters:**

- 1 inch margins on all sides

- 12 point font; either Times New Roman or Cambria. If another font is chosen, it will need to use the same spacing of letters proportional to each other that is used in Times New Roman or Cambria. If I copy and paste your document into Word and find that the proportions or spacing differ significantly and if this causes the writing to be shorter than the required length, your score will be penalized.
- MLA citation at the top of the first page
- No use of a header; your submission will be tagged with your name, the date, and the course when it is submitted to Canvas, therefore it does not require a header.
- Double-spaced, including between paragraphs. Do not use quadruple spacing between paragraphs.
- Quotes should be no longer than 2-3 lines of the submission. Please do not use multiple quotes. Use [ellipses to indicated portions of the quote](http://writingcommons.org/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/613-omitting-words-from-a-direct-quotation-mla) [\\_ \(http://writingcommons.org/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/613-omitting-words-from-a-direct-quotation-mla\)](http://writingcommons.org/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/613-omitting-words-from-a-direct-quotation-mla) you wish to call attention to. (Please use the link if you aren't sure how to do this.)
- Please use spell/grammar check and ensure that you have spelled names, titles, etc. correctly and used proper capitalization and punctuation for proper names.

## Grading:

**Zoom Activities: 10-20 XP each (?)**

**Journal Entries/Blog Posts: 20 XP each (4)**

**Social Context Analysis Papers: 100 XP each (3)**

**Guild Investigative Adventures: 25 XP total (4)**

**Quizzes: (?)**

All assignments will be graded on the standard numerical to letter grade scale available on our Canvas Course Site in the General Course Resources Folder

### **Class Materials:**

All of your assigned readings will come from material available online, although many of these are available in material print as well, and a single textbook. Please make sure to purchase the textbook edition I stipulate so you don't have problems following the weekly reading requirements and so you don't have to sell organs on the black market in order to afford the textbook. The e-materials, can be read on any device or computer:

The following are required for this course:

[Scribd.com Membership \(\\$8.99 per month, with two months free when you use this link\)](https://www.scribd.com/g/5yuqn)  
 [\(https://www.scribd.com/g/5yuqn\)](https://www.scribd.com/g/5yuqn)

**Scribd List for HUMAN 6 (our class bookshelf)** [\\_ \(https://www.scribd.com/lists/21800368/HUMAN6-Humanities-in-the-US\)](https://www.scribd.com/lists/21800368/HUMAN6-Humanities-in-the-US)

There may be other materials required for reading during the course, however, these will be available as ebooks through the SRJC Library and posted, by me, on our Course Site. Please ensure that you are familiar with how to access and read ebooks through the SRJC Library website. This can be done either on or off-campus. I have constructed a [bookshelf \(https://www.scribd.com/lists/21559093/Humanities-4-1\)](https://www.scribd.com/lists/21559093/Humanities-4-1) for us that you will be able to access once you have used the link above to sign-up for Scribd.

**Course Policies and Procedures:**

**Electronic Device Policy:**

I am perhaps odd amongst most of my peers in that I believe it is important to use technology wisely and I don't ban its use or frown upon it in my classroom. However, this largesse comes at a price. If I notice that you have your phone, tablet, laptop, etc. out in class, I will make copious use of it during our time together, asking you to answer questions, look things up, and generally be my 2<sup>nd</sup> brain. If you can live with this, excellent and come prepared. If not, beware! If I find that you are pre-occupied with your device and you are not paying attention in class; well, I am incredibly creative and that alone should scare you.

**ACADEMIC FREEDOM & INTEGRITY**

*Teaching culture is a very tricky business. I, or a student, may call something a "myth" that someone in the class believes is factually true. Or we may disagree about the philosophical principles underlying the production and maintenance of culture. We may even disagree about what culture is. Some people's religious beliefs may be offended or even directly refuted during this class. Below are some principles that are intended to govern the discussion. These are important given we are in a diverse, pluralistic and secular institution (and society, according to the Constitution) and given that probably more people have been tortured and killed over religious beliefs than any other reason in the history of the world.*

**Academic Freedom.** No opinion is taboo. No one in my class will ever be silenced on the basis of the content of an opinion they express. Grades will never be based on the content of one's opinion. Academic freedom is a core value; education (as opposed to indoctrination) cannot really happen without it. This applies equally to instructor and student.

**Respect for Diversity.** While one may express any opinion in terms of its content; that freedom does not absolutely apply to the WAY something is said. As well, I will not protect anyone from the consequences of expressing an offensive opinion. Indeed, one cannot simultaneously protect freedom of speech and freedom from offence. However, I do insist that opinions are expressed with respect for persons. You may argue against someone's ideas in class, but you may not ridicule them



or put them down as a person or judge them based on their membership in a particular group or classification, real or imagined.

**Academic rigor.** The basis of the class is that we engage in critical analysis of cultural ideas and ideals. This is not an “appreciation” class, even though it is a survey. Because of the analytical nature of the class, cherished beliefs might feel threatened regardless of the respectful intentions of the speaker. While no one will be silenced, or graded down because they express a particular opinion, everyone will be held accountable to give real evidence and valid arguments for their views. By argument I mean a series of reasons given to support a particular conclusion (belief). I use the philosophical definition of argumentation. An argument is invalid if the reasons don’t actually support the conclusion. I’ll say more about this in class. By critical I mean the position that a claim, a belief, to be worthy of being accepted, must be constructed of sound reasons and are subject to be judged as true/false, better/worse on the basis of the quality of the reasons given.

**Academic Integrity for Instructors.** It is my responsibility to distinguish personal conviction from professionally accepted views in the discipline and present data and information fairly and objectively. The student is urged to keep in mind from the get-go that “Professionally accepted views in the discipline” are not the same as “what I learned on the internet.” In fact, those two things are usually very different. It will be my job to help you learn how to tell academic sources from bad ones and also how to use them.

**Academic Integrity for Students.** It is your responsibility to do your own, honest, research, study and writing, to back up what you claim with evidence and always cite--AND VERIFY when possible--your source. I provide an open door to students to get help from me and I will go out of my way to ensure that each student gets help should they need and ask for it. Cheating of any kind will not be tolerated. Copying another student’s work or committing plagiarism will result in automatic zero for the assignment (first offense). Please see the Overview section below if you are not familiar with the SRJC Academic Integrity Policy or if you are unsure what academic integrity refers to.

Thank you to my colleague Eric Thompson for his hard work in developing these guidelines.

**The final requirement for this course....have fun!** This course should inspire learning, make you think critically, spark creativity in whatever your chosen path happens to be, open up the pages of history for your use, and provide greater enjoyment of history!

## **An Overview of the SRJC Academic Integrity Policy:**

### **Types of Academic Dishonesty**

Acts of academic dishonesty include, but are not limited to, the following:

- **Cheating:** Any act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.
- **Plagiarism:** Any act of submitting the work of another, in whole or in part, as one’s own without properly referencing the source. This includes use of direct quotations, paraphrases, ideas and

facts which are not common knowledge, whether the sources are published or unpublished. This can even happen with one's work previous work.

- **Collusion:** Any act where a student knowingly or intentionally helps or is helped by another student(s) to commit an act of academic dishonesty.
- **Other Academic Misconduct:** Any act such as stealing, altering grades, forging, sabotaging the work of others, lying or any other acts of academic dishonesty as deemed by instructor.

## **Actions**

1. **Exoneration.** If, after meeting with the student, the instructor determines the allegations are false, the student will be exonerated, and no Academic Dishonesty Incident Report form will be filed. In the case of team/collaborative projects, if an offending team member is determined to have acted alone, the other members will be exonerated.
2. **Sanctions** for acts of academic dishonesty may be academic and/or administrative. Team/collaborative projects where a single student may have committed an act of dishonesty can lead to sanctions against the entire team unless the offending student admits to committing the act independent of others.

**Academic Sanction:** If an instructor determines that an act of academic dishonesty has occurred, he or she shall apply the appropriate sanction. A failing grade for the entire course is not an allowable academic sanction. However, an assignment for which a grade of zero is given could lead to unsuccessful course completion depending on the weight of the assignment in the course grading system if it drops the student's grade below a passing average.

1. If, following the meeting with the instructor, the student admits to the incident of academic dishonesty, the instructor will determine the appropriate sanction. This can include, but is not limited to, requiring that the assignment be resubmitted, deducting grade points, and/or awarding a grade of zero on the assignment in question.
2. If the instructor considers that the incident warrants greater sanction, he/she must review the incident with the Department Chair/Program Director or Supervising Administrator and may issue a Reprimand or Removal from Class by Instructor (not to exceed two (2) class meetings) and/or indicate the need for immediate administrative review on the Academic Dishonesty Incident Report. A copy of the incident report will be placed in the student's confidential discipline file.
3. If, following the meeting with the instructor, the student disputes the instructor's findings or questions the fairness of the sanction, the instructor, Department Chair/Program Director, or Supervising Administrator or Vice President of Student Services or designee will inform the student of his or her right to file a complaint regarding this decision under the [Student Grievances/Complaints procedure](https://rightsresponsibilities.santarosa.edu/complaints-grievances) (<https://rightsresponsibilities.santarosa.edu/complaints-grievances>).

## **Attendance Policy:**

You are permitted 3 unexcused absences during the 17 week course. Excused absences require documentation with clear evidence supporting the reason for the absence. Daily work completed in class cannot be made up regardless of the type of absence, however, if an excused absence is planned and discussed ahead of time, quizzes may be made up. Each student is eligible for one only of these make-up quizzes per semester and only in conjunction with the conditions laid out above. It is at the instructor's discretion to approve this. This is to ensure that students remain in contact with me throughout the semester so that I can assist if there are going to be absences and missed work.

Missed quizzes will be assigned a make-up date and time. It is the student's responsibility to make themselves available for the make-up quiz date and time should they need to take one. The content of make-up quizzes will not be the same as the content of the regularly scheduled quiz.

### **Late Submission Policy:**

Please refer to the list of individual assignments for the late policy pertaining to each one. Due dates for the course must be strictly adhered to. Students are responsible for planning the completion of their work accordingly and arranging their schedules to be able to attend class and complete their work.

### **Students with Disabilities:**

Students with disabilities needing academic accommodations should register with and provide documentation to the [Disability Resources Department](https://drd.santarosa.edu/students) (<https://drd.santarosa.edu/students>) (**DRD**). Please bring all verification and accommodation information to class. I highly encourage any students who believe they may have a disability to visit our DRD staff to chat. They are a wonderful resource and they will be able to offer us practical ways to ensure that you are able to access all available materials and get the most out of the course.

