Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

HUM 101 Introduction to Humanities I

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, and art.

Pre-/Co-requisites:

None

Course Objectives:

This course will introduce students

to the disciplines of the Humanities,

to the cultural phenomena from prehistory to the late middle ages in Europe these disciplines study,

to the questions the major disciplines ask of those phenomena,

and to the methodologies used to learn about those phenomena.

Instructor:

Gary Albrightson

Office:

Thatcher Addition 2207

Office Hours:

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

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Lecture/Lab Schedule:

Online and asynchronous

Textbook(s):

Required:

none

Course Requirements:

Read assigned web sources and write weekly response essays as well as write and submit a midterm essay on a topic assigned and a final essay that compares the "Humanities" displayed on US and Canadian currency.

Tentative Course Outline:

Using sources and avoiding misuse and abuse of sources

Introduction to European and non-European Art through Europe's Middle Ages

Introduction to European and non-European Religion through Europe's Middle Ages

Introduction to European and non-European Drama through Europe's Middle Ages

Introduction to European and non-European Philosophy through Europe's Middle Ages

Introduction to European and non-European History through Europe's Middle Ages

Introduction to European and non-European Music through Europe's Middle Ages

General Education Goals/Objectives:

Goal 7: Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Objective 2: Analyzes art

- Skill 1: Possesses a base knowledge of art forms

- Skill 2: Uses base knowledge to critique art works

Objective 3: Evaluates aesthetics

- Skill 1: Demonstrates knowledge of systems of aesthetics as those vary through time and among cultures
- Skill 2: Evaluates relationship of content and form in art works

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

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

Relationship to Campus Theme:

The phenomena the disciplines of the humanities study record humanity's creation of technologies to cope with the changing demands nature makes and to move beyond the present and create a better world for future generations.

Classroom Policies:

The writing assigned must be submitted by the deadline dates. Late work earns half credit and work submitted a week or more late earns no credit.

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:

In HUM 101, like many college classes, students read and write about primary and secondary sources and consider tertiary sources as well. In this course students will learn how to use sources honestly and avoid misusing or abusing sources. The information that follows below defines plagiarism and was created by the Modern Language Association (MLA), a professional organization for faculty and others who work in language and literature. The section below comes from a longer discussion that can be read at https://style.mla.org/plagiarism-and-academic-dishonesty/.

> Plagiarism can take a number of forms, including buying papers from a service on the Internet, reusing work done by another student, and copying text from published sources without giving credit to those who produced the sources. All forms of plagiarism have in common the misrepresentation of work not done by the writer as the writer's own. (And,

yes, that includes work you pay for: while celebrities may put their names on work by ghostwriters, students may not.)

Even borrowing just a few words from an author without clearly indicating that you did so constitutes plagiarism. Moreover, you can plagiarize unintentionally; in hastily taken notes, it is easy to mistake a phrase copied from a source as your original thought and then to use it without crediting the source.

Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):

Everyone uses the word language and everybody these days talks about culture. . . "Languaculture" is a reminder, I hope, of the necessary connection between its two parts. . . .

If you wrote the following sentence, it would constitute plagiarism:

At the intersection of language and culture lies a concept that we might call "languaculture."

This sentence borrows a word from Agar's work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source:

At the intersection of language and culture lies a concept that Michael Agar has called "languaculture" (60).

In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.

Is it possible to plagiarize yourself? Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor.

It's important to note that you need not copy an author's words to be guilty of plagiarism; if you paraphrase someone's ideas or arguments without giving credit for their origin, you have committed plagiarism. Imagine that you read the following passage (from Walter A. McDougall's *Promised Land, Crusader State: The American Encounter with the World since 1776*):

American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.

If you write the following sentence, you have plagiarized, even though you changed some of the wording:

For the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded.

In this sentence, you have borrowed an author's ideas without acknowledgment. You may use the ideas, however, if you properly give credit to your source:

As Walter A. McDougall argues, for the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded (37).

In this revised sentence, which includes an in-text citation and clearly gives credit to McDougall as the source of the idea, there is no plagiarism.

Differently Abled and Special Needs Learners:

Any student who identifies as differently abled or with special needs should inform the instructor, who will make the accommodations a student needs to meet his or her educational goals.