Humanities 101
Introduction to Humanities
Policies and Procedures

Instructor: Gary Albrightson
Office: Thatcher 2207
Office Phone: 228 5602
Office Hours: MWF 10-11 & also by appointment
Email: gary.albrightson@dakotacollege.edu

Student Email Policy

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at the same campus assigned email address and does not receive email from any other email providers.

Course Description
This course introduces college students to the major disciplines of the humanities: philosophy, history, religion, drama, music, the arts, architecture, and technology. This course presents a chronological survey of the humanities produced in European civilization. This survey starts with manifestations of the humanities produced during the Paleolithic age and ends with the early Renaissance.

Course Content Advisory
A course in the humanities studies beliefs and practices people have valued in different civilizations and cultures at different times and places. That being the case, some content will challenge the views and beliefs of students studying the humanities. Classical Greek and Roman art depicts the human figure in varying degrees of undress. The cultures and civilizations studied in this course enslaved human beings, held polytheistic religious beliefs, practiced patriarchy, and expressed views that people today in North America would consider misogynistic.

Required Texts
Matthews and Platt *The Western Humanities* Complete 7th ed
Matthews and Platt *Readings in the Western Humanities* volume 1 6th ed

Humanities 101 Objectives
• Develop students' ability to read, view, and listen to various forms of cultural production and to write and speak about those experiences.
• Learn about cultural productions created by people in different cultures and in different historical periods.
• Encourage each student to fashion his or her own answer to the question of why humans create and use art.

Course Content
This course starts with the Paleolithic period and surveys the centuries between the Paleolithic to the early Renaissance

This course surveys a chronology of painting, sculpture, architecture, literature, philosophy, religion, art, and technology from the Paleolithic to the early Renaissance but also asks students to seek connections

among the cultural productions in an age, among productions in different ages and cultures, and to consider the values these productions imply.

Course Requirements
Students earn a final grade in this class by reading the textbook and other assignments, by participating in class discussions, by successfully passing quizzes and examinations on the reading assignments and lectures, and by writing effective college-level essays.

Quizzes on reading assignments and on lectures
Class participation
Essay 1
Essay 2
In class essay on the intersection of nature, technology, and beyond in the humanities

Classroom Policies:
Late work earns half credit and earns no credit if not submitted before the next assignment is due. Work that meets the definition of plagiarism below earns a zero, and a second instance will cause a failing grade for the class.

Academic Integrity:
The discussion below comes from the Council of Writing Program Administrators at http://www.wpacouncil.org/node/9.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and

2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Statement on Non-Discrimination
Alternative viewpoints are welcome in this classroom. There will be no discrimination on the basis of race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, or status as a veteran.

Accommodation Statement
Students should inform the instructor of any special needs so the instructor can make accommodations to help every student with the instructor at the beginning of the semester or as soon as you become aware of your needs.