

Introduction to the Humanities

Course and Learning Objectives

The object of HUM 1020 is to provide you with a broad introduction to the varied products of human creativity. Students will finish this course knowing:

- About the range of media in which human creativity finds expression;
- About various topics artists address in their work;
- About relationship between art and society.

Students in addition will gain competence in their ability:

- To think critically in their interpretations via cultural literacy;
- To critically reflect upon the human condition.

This course fulfills the State of Florida General Education Core for Humanities. Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy. Students will acquire competence in reflecting critically upon the human condition.

Course Structure

In each unit we will explore art by analyzing and contrasting two works of art within the same medium. The primary artworks, listed below, will be presented in various formats, available to you on Canvas (either through websites, pdfs, or image files).

1. Epic Poetry: Storytelling, Myth, and Community

- *The Epic of Sundiata*
- *The Tale of Sinuhe*

2. Painting: Cosmology, Humanity and Representations of the Land

- Wang Ximeng 1113, *A Thousand Li of Rivers and Mountains*
- Frederic Edwin Church 1859, *Heart of the Andes*

3. Dance: Bodies and Culture

- Tony Duncan (2011), Hoop Dance
- Victor vs Kleju (2015), Undisputed World B-Boy Masters

4. Architecture: Religion, Symbolism, and Culture

- Arnolfo di Cambio / Filippo Brunelleschi (1296-1436), *Florence Cathedral*
- Ustad Ali Akbar Isfahani, Ustad Fereydun Naini, Ustad Shoja Isfahani (1611-1629), *Shah Mosque*

5. Music: Capitalism and Socialism

- Travis McCoy (2010), *Billionaire*
- The Coup (1993), *Dig it*

Each class will be on ZOOM: you will receive a link the morning of class. All lectures will be recorded and uploaded if you cannot attend class. If you cannot make it to the live lecture, you are responsible for the following: (1) informing me of your absence ASAP; and (2) any assignments or quizzes in the lecture.

COURSE SCHEDULE

- **Module 0: Introduction**
 - June 27
- **Module 1: Epic Poetry**
 - June 29 – Sundiata – Sinuhe
- **Module 2: Writing Workshop**
 - July 6 – Writing!
- **Module 2: Landscape Painting**
 - July 13 – Wang Ximeng – Frederick Church
- **Module 3: Dance**
 - July 20 – Break Dancing – Hoop Dancing
- **Module 4: Architecture**
 - July 27 – Il Duomo– Shah Mosque
- **Module 5: Music**
 - Aug 3 – Billionaire – Dig it

STUDENT SUCCESS:

1. ***Make sure to follow along each module.*** Each module contains two basic sorts of assignments.
 - a. First, there are videos, readings, and audio recordings relating to the theme of each unit. Each student must read, listen, and watch these. If you have any issues accessing this material, please don't hesitate to get in touch!
 - b. Second, there are some writing assignments. These short papers will help you practice some of the key ideas used in this class, namely, how to think about the TEXT and CONTEXT of a piece of art. These papers will help you perfect your abilities for the final paper, which will ask you to look at not just the TEXT and CONTEXT, but also the SUBTEXT of an artwork of your choice.
2. ***Make sure to stay in touch!*** If you are confused, or have ANY questions, please don't hesitate to get in touch! Please email me at big@usf.edu or contact me via Canvas email. I will reply ASAP! There are also many resources if you need help with technology, disability issues, or any other academic issue. Here are some helpful links:
 - a. Disability Services: <http://www.usf.edu/student-affairs/student-disabilities-services/>
 - b. CANVAS help:
 - i. Quickstart Guide: <https://community.canvaslms.com/docs/DOC-2036>
 - ii. Student Video Guide: <https://community.canvaslms.com/docs/DOC-3891>
 - iii. Student Guide: <https://community.canvaslms.com/docs/DOC-4121>

- c. Technical Problems: For technical questions and support, contact the IT Help Desk at (813) 974-1222 or help@usf.edu.
 - i. To resolve your issue quicker, please include the following information:
 - ii. Course ID if the problem occurred within a course.
 - iii. What you were trying to do when the problem occurred.
 - iv. The exact wording of any error you received.
- d. Academic Support Services: <http://www.usf.edu/student-success/undergrads/>
- e. The Library has many helpful resources as well: <http://www.lib.usf.edu/>
- f. LinkedIn Learning has a suite of learning tutorials for a variety of software applications and topics.
 - i. To access, login to MyUSF and go to the Learning and Teaching Tools menu.
 - ii. Select Online Training (LinkedIn Learning).

Academic Integrity

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [**USF Regulation 3.027**](#).

Academic Grievance Procedure

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request.

Disruption to Academic Progress

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process ([**USF Regulation 3.025**](#)) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Food and Housing Insecurity

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in

classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or [their website](#)), or Student Outreach and Support (socat@usf.edu or [their website](#)).

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF Policy 10-045](#)). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Sexual Misconduct / Sexual Harassment

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the [Office of Student Rights and Responsibilities](#) (OSSR) or the [Office of Diversity, Inclusion, and Equal Opportunity](#) (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or personally to an educator, he or she is required to report it to OSSR or DIEO for investigation. Contact the USF [Center for Victim Advocacy](#): 813-974-5757.

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([USF Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

Grades

100-94% A	<94-90% A-	<90-87% B+	<87-84% B	<84-80% B-
<80-77% C+	<77-74% C	<74-70% C-	<70-67% D+	<67-64% D
<64-60% D-	< 60% F			

Quizzes: 30%

Throughout the course there will be in class quizzes that will test your ability to deploy the key concepts of the course. These quizzes will usually involve one or more short in class writing assignments concerning the interpretation of particular kinds of art.

Practice Paper: GPT: 20% (Due Monday July 17, via email (big@usf.edu), before midnight)

Use Chat GPT to ask at least 5 questions about one of the pieces of art from class, or a similar piece from the same drama. You must ask Chat GPT about the TEXT, CONTEXT, and SUBTEXT. Then save your discussion as a PDF or as Screen Shots and turn it in to me via email: big@usf.edu

For each of the 5 questions, do some research on google or at the library to check the accuracy of Chat GPT's responses, and provide for each question a brief evaluation: is Chat GPT correct? How good is the answer? What might you change?

The goal is to learn something new and interesting and figure out how text and context work.

Final Paper: 40% (Due Friday Aug 4, via Canvas, before midnight)

The goal of this assignment is to respond to a piece similar to something we have encountered so far in class through a close reading of that piece. IT MUST BE A DIFFERENT PIECE THAN ONE FROM CLASS AND DIFFERENT FROM THE PRACTICE PAPER. Each student must write one essay; please do not use Chat GPT or similar tools, the goal here is to help you think and express yourself logically and clearly. I will not (and, indeed, cannot) check to see if you are using these tools, but we are on the honor system here.

The paper should be written for an academic audience, with proper citations and style, and turned in through Canvas. Papers should be NO LONGER THAN 5 PAGES (no minimum length). Each paper should include the following:

Part I

1. A description of the historical CONTEXT of the piece chosen (when and by whom it was made, what was going in the place and time, etc.
2. A brief analysis of the work according to its TEXT (according to genre: paintings should be analyzed in terms of style and theme, brushstrokes, etc.; architecture in terms of building style, layout, etc.; music in terms of lyrics and sound).
3. A brief analysis of its SUBTEXT (so you must state what you think the goal or meaning of the piece, what its meaning might be, what this piece might tell us about the culture that created it, and etc., making sure to cite various aspects of the piece (a particular part of the painting or some piece of the story, etc) which supports your interpretation. THIS SHOULD COMBINE YOUR ANALYSIS OF THE TEXT AND CONTEXT.
4. Your own personal response to the work. This first part of the response should take a stand with regard to the work. Do you like it? Is it effective? Why or why not?

Part II

The second part of the response should compare the work to another. This other work can be from any period or place other than the previously chosen piece. Briefly (in a page or so) examine your chosen artwork according to the previous 4 steps (Part I). Then, draw a comparison between the two works. The comparison should demonstrate how a similar theme, style, or argument occurred in a different time and place, and how that makes it different from the previously chosen piece.

Extensions, Assignments, and Late Assignments

Extensions may be granted for medical emergencies or religious holidays. Students who foresee that they will need to be absent due to a major religious observance must provide notice in writing at the beginning of the term. All assignments must be submitted to Canvas! Grades for late assignments will be calculated by Canvas upload date.