HUM1020 3 Credit Hours
Introduction to Humanities - Summer 2023
College of Arts & Sciences – Dept of Humanities

COURSE SYLLABUS

Last Updated: 5/24/2023 – Syllabus

Semester:	Summer 2023
Meeting Days/Times:	**Fully online – WEEKLY MULTIPLE MODULES With readings, screenings, quizzes and/or discussion/responses Students are expected to check email and Course announcements DAILY to stay current in the course.**
Instructor:	Dr. Deborah Kochman
Course TA:	TBA
Office Hours:	MSTeams on day/time (TBA in week 2) AND by appointment (email me 3 days/times you are available)
E-Mail:	dkochman@usf.edu

⇒ **ALL EMAIL communication - USF email ONLY** @ **dkochman@usf.edu** ⇐

I. UNIVERSITY COURSE DESCRIPTION: Introduction to the Humanities is an analysis of selected works of visual and performing arts representing artists of diverse periods, cultures, genders, and races. The course is intended to broaden or establish an appreciation of the arts and ideas.

II. COURSE PREREQUISITES: None

III. COURSE PURPOSE: This course aims to familiarize students to a variety of new forms of expression that reflect the human condition across time and space. Additionally, students will explore the social and cultural contexts surrounding the creation and interpretation art.

IV. HOW TO SUCCEED IN THIS COURSE

Successful students should follow several practical tips before each online session:

1. Check Canvas and email multiple times per week for course announcements
2. Close down other programs and apps before engaging with module materials
3. When possible, plug in to a wired internet connection, rather than rely on WiFi
4. Set aside specific day and time to work on the course each week
5. Plan to spend a minimum of 3 to 4 hours per week completing work in this
6. If new to Canvas, read this guide

ACCESSBILITY FOR ALL:

It is my intent that students from all diverse backgrounds are served by this course, that students learning needs are addressed, and that ALL students' views in this class be viewed as a resource and benefit to all. It is also my intent to present materials and activities that are accessible and inclusive to ALL students. Please let me know of ways to improve the effective of this course for you personally or for other students or student groups with its modality and methods of presenting course materials. My goal is to create a welcoming classroom for all students and to foster student success using various pedagogical tools to enhance everyone's learning experience. **I encourage students with accommodations from Student Accessibility Services to meet with me to discuss how I can support you in this course.** I also understand that throughout the semester "life happens," and I encourage all students to stay in communication with me should circumstances arise that might require additional support from the university or from me in this course. Again, my goal is student success; stay in communication with me so I can support you successfully complete this course.

V. COURSE TOPICS: This course will focus on diverse works in different genres, eras, and places in the world in order to gain a broad understanding of the humanities. This course wil/mayl cover the following content areas: Music, Public Art/Sculpture, Dance, Theatre, and Performance Art with a primary focus on U.S. culture.

VI. Student Learning Outcomes Upon completion of this course, successful students will be able to:

- develop critical skills to analyze creations of human expression and will be able to explain how the works reflect the human condition.
- understand and be able to explain the elements of style as they occur in creations of human expression.
- identify the enduring contributions of individual artists and/or thinkers.
- be able to analyze in writing, concepts/works pertaining to the humanities.
- develop critical skills necessary for analyzing, interpreting, evaluating, and comparing works.

VII. REQUIRED TEXTS &/or RECORDINGS:

- Reading, class lectures, and materials will be posted on Canvas or available in electronic format through USF Library or open educational resources.
- A laptop and regular access to the Internet
- **Microsoft Office 365** (Microsoft Word, Powerpoint, Excel, etc.) Free download available through USF
- **MS Teams** - Free download from USF via My.USF See Email and Teams drop down menu.
- **Academic planner**

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VIII. COURSE FORMAT, GRADING, EVALUATION, AND ATTENDANCE POLICIES

Points are earned for each assignment and contribute to a percentage of your final grade following the grading scheme below. (Full assignment instructions will be posted to CANVAS modules and assignments; the descriptions below are an overview.)

CATEGORY & DESCRIPTION	
Attendance & Participation – MODULES (10 @ 50 points each; see breakdown below) Students will receive points for engaging in modules and assignments, including participating in discussion boards, taking quizzes, completing module assignments as required and outlined in Canvas Modules. This course material may include but is not limited to Powerpoint lectures, reading materials, videos, and/or Discussion boards. <u>For modules 1-8:</u> Module quizzes – 20 points each Discussions – 30 points (20 points initial post; 10 points response to peers) <u>For modules 9 & 10:</u> Discussions – 50 points each	500
Journal Entry - Music of the Moment (students may select a protest song or empowerment song of their choice approved by me, or in the alternative, select a song from a list I provide in the assignment prompt); 350-500 words	125
Journal Entry – Viewing & Critical Response (min. 350-500 words) - TBA	125
Performing Arts PowerPoint Presentation (presentation focused on design elements & the quality of liveness of a theatre or dance performance or performance art piece); 7 to 9 min presentation with audio or timed transcript	150
FINAL Exam (based module readings and materials; similar to module quizzes)	100
TOTAL POINTS	**1000**

Rubrics for writing assignments will be included with the assignment instructions on CANVAS (sample rubric attached at the end of this document).

DUE DATES & DEADLINES ARE <u>NOT</u> SUGGESTIONS –
DUE DATES & DEADLINES ARE DUE DATES & DEADLINES

Late work IS NOT accepted without documentation of a medical or legal issue.

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There are no make-ups for in-class writing, quizzes, activities, or the final exam.

Planned absences: If you plan to be absent, make arrangements with me to submit your work early; I will not accept your work late for a planned absence (meaning: a planned absence does not operate as an assignment "extension." Planned absences require discussions with me, and for most circumstances, documentation.

Unplanned absences: If you are unexpectantly absent due to a medical or legal involving you directly contact me via email to let me know (dkochman@usf.edu). We will discuss any necessary documentation, and I will decide new deadlines for missed work and provide you with an email outlining the new plan.

Stay in communication with me, so I can help you successfully complete this course!

IX. Grading Scale

Grading Scale (%)			
94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C+	0 – 59	F

X. Academic Continuity

During any semester, there is a possibility the course may be disrupted, whether due to continued pandemic measures and/or weather related closures.

Be sure to check course announcements and email DAILY for updated information.

XI. Communication

- **Announcements**:

  I regularly use the Canvas course Announcement feature to communicate with the entire class. *CHECK COURSE ANNOUNCEMENTS & EMAIL DAILY!!*

  For individual matters, I use email. See email expectations below.

- **Email:**

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Your Email to Me: You may email me at any time (dkochman@usf.edu). Use your USF OUTLOOK email address only! DO NOT USE CANVAS Messages to contact me.

My Email/Responses to You: I read and respond to email Monday through Friday 9am to 5pm. You should expect a response from me within 24 hours, but on occasion it could take a little longer. If more than 24 hours transpires and you have not heard from me – email me again. If time permits, I respond to email on weekends and after hours the hours stated above.

- **Composing email to your professors**:

  All email should be professionally composed, which means it must include the following:

  1. A Greeting
     a. **ADDRESS PROFESSORS AS DR. SMITH OR PROFESSOR SMITH**
        (ex. Dear Dr. Kochman or Hello Professor Kochman)
     b. **ADDRESS TEACHING ASSISTANTS FORMALLY USING MR. OR MS. UNLESS/UNTIL THEY TELL YOU TO USE THEIR FIRST NAME**
  2. The course prefix and number in the subject and topic of your email
     (ex. THE2000 Absence on 10/31 or HUM1020 Essay #1 clarification)
  3. The body of your email using clear, concise language
  4. Your name in closing

  See web sources listed below for further guidance:
  - https://academicpositions.com/career-advice/how-to-email-a-professor
  - https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087
  - https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay

XII. Course Schedule

HUM1020 – SUMMER 2023
Assignment and Class Schedule

Schedule subject to modification by the instructor based on class performance Or due to emergency circumstances declared by government and/or university officials

WEEK	DATE	READ CANVAS ANNOUNCEMENTS REGULARLY &

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		ALL WEEKLY MODULES
Week 1	06/26-07/01	**WHAT ARE THE HUMANITIES & WHY ARE THEY IMPORTANT** **WRITING ABOUT ART- CRITICAL APPROACHES** **[DROP-ADD 06/30]**
		MODULE 1: **Lecture & Other materials:** Course Introduction, Syllabus Review **Quiz** : Syllabus Quiz **Discussion**: What are the Humanities and Why are they Important? **MODULE 2:** **Lecture & Other materials:** Readings What are the Humanities & Why Are They Important; Matthew Goulish's "Criticism" **Quiz**: Goulish readings **Discussion**: Matthew Goulish's "Criticism"- **MODULE 3:** **Lecture & Other materials**: Being a Critic of the Arts **Quiz**: Module 3 Readings and materials **Discussion**: Superbowl LIV Halftime Performance (J. Lo & Shakira) – Viewing & Applying Critical Thinking/Response
Week 2	07/02-0708	**MUSIC OF THE MOMENT (JAZZ, BLUES, & POP MUSIC)** **MUSIC OF THE MOMENT (OUTSIDE YOUR ZONE OF FAMILIARITY)**
		MODULE 4: **Lecture & Other materials**: Music of the Moment: Protest Songs in (U.S.) History; Introduction to Music of the Moment essay assignment **Quiz**: Music of the Moment thesis statement **Discussion**: Marian Anderson and The Carter's *APES**T* - Viewing & Applying Critical Thinking/Response **MODULE 5**: **Lecture & Other materials:** Music of the Moment readings and video **Quiz**: Module 5 reading and materials **Discussion**: Exploring Outside Your Zone of Familiarity – Expanding our Worldview **Journal Entry Music of the Moment – on or before 5pm Saturday 07/08**
Week 3	07/09-07/15	**PERFORMING ARTS – DANCE & THEATRE**

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		[SUMMER B MIDTERM GRADING – OPENS 07/10]
		MODULE 6: **Lecture & Other materials**: Dance From Ballet to Hip Hop **Quiz**: Module 6 readings and materials **Discussion**: From Ballet to Hip Hop- Analyzing *Les indes galates* by Rameau, choreographed by Clement Cogitore (2019) **MODULE 7:** **Lecture & Other materials**: Theatre and Liveness & Design Elements **Quiz**: Module readings and materials **Discussion**: Theatre design elements in Vogel's *Indecent* (viewing & analysis) **Journal Entry – Critical Response – no later than Saturday 07/15**
Week 4	07/16-07/22	**PERFORMING ARTS: PERFORMANCE ART** **[SUMMER B MIDTERM GRADING CLOSES – CLOSES 07/18]** **[LAST DAY TO DROP 07/22]**
		MODULE 8: **Lecture & Other materials**: Performance Art: It Happens to Happen **Quiz**: Lecture and Other materials in Performance art module **Discussion**: Preparing for Performing Arts Presentations **(do not move forward with your presentation until your Discussion is graded)**
Week 5	07/23-07/29	**PERFORMING ARTS PRESENTATION WEEK** **IMAGINED THEATRES**
		MODULE 9: **Lecture & Other materials**: Imagined Theatres: Only Limited by Your Imagination **Discussion (50 points)**: Imagined Theatre Gloss & Your *Imagined Theatre* **Performance Art Presentations Due – on or before 5pm Saturday 07/29**
Week 6	07/30-08/04	**WRAPPING IT UP:** **FEEDBACK TO PEERS, REVISIONS, FINAL EXAM**

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		MODULE 10: **Discussion (50 points)**: Feedback to Peers Presentations - (READ & FOLLOW Discussion prompt instructions carefully!!) –due Thursday 08/03 **Revisions to Journal Assignments: Due Thursday 08/03** **FINAL Exam – online: TBA (but most likely open 07/25 thru 08/03)**

XIII. General Education Statement (undergraduate only – Required if a Gen Ed course)

This course is part of the University of South Florida's Enhanced General Education Curriculum. It is certified for *[list appropriate category]*. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

XIV. USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online at:
https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

XV. Student Recordings

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the **USF Student Conduct Code**.

https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

XVI. Course Policies: Grades

Late Work Policy: **Late work will receive the grade of zero -0-.** I

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Late work IS NOT accepted without documentation of a medical or legal issue (directly related to the student).

There are no make-ups for in-class writing, quizzes, activities, or the final exam.

If you plan to be absent, CONTACT ME to make arrangements to submit your work.

If you are unexpectantly absent due to a medical, legal, or other emergency, contact me via email to let me know (dkochman@usf.edu). We will discuss any necessary documentation, and I will decide new deadlines for missed work and provide you with an email outlining the new plan.

Bottom line: Stay in communication with me, so I can help you successfully complete this course!

Extra Credit Policy:

Extra Credit MAY BE made available to students throughout the semester.

Students must complete module quizzes & module discussions to receive EC points.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

For graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due

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for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Essay Commentary Policy: Offer specifics about your policy on essays.

Please note that feedback is provided to each student for each research or analysis essay in 3 ways:

- **Comment bubbles/margin comments on the paper.** Comment "bubbles" appear to the right side/right margin of the paper in Turnitn documents (or word documents if you had to email me your work for some reason). Comments bubbles on TurnitIn documents should be visible using the Speedgrader. If you do not see the comment bubbles, seek help from services in eLearning or plan to meet with me via MSTeams. **Everyone has comments/feedback on their paper.**
- **Grading rubric**. The grading rubric is a word document attached to my message to you with your grade; it is specific to you/your paper. You should receive the message and attachment via Canvas gradebook messages. If you do not find your grading rubric, let me know. Some of you also receive attached handouts to help with revisions (when applicable).
- **End Note** (my summary note to you specific to your paper). This note is at the top of the grading rubric (before the table/grid). I send the same message to you through Canvas (with the grading rubric). If you do not see this end note/message, let me know.

If you do not see all the feedback, contact me asap because I give all three forms of feedback to each student – students need the feedback to complete successful revisions (when applicable opportunities to revise are noted in each course schedule).

Final Examinations Policy: All final exams are to be scheduled in accordance with the University's final examination policy.

- **Course Policies: Technology and Media**

  Canvas:

  This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

  Recordings:

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In this class, software may be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

WhatsApp, GroupMe, and Student-to-Student Communication:

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by the official regulation, as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

- **Course Policies: Student Expectations**

Title IX Policy:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: https://www.usf.edu/title-ix/gethelp/resources.aspx. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Course Hero / Chegg Policy:

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy:

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Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy for in person class meetings:

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Turnitin.com:

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com.

Essays are due at turnitin.com at the stated day and time in the assignment prompt.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear

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and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

- **Learning Support and Campus Offices**

Academic Accommodations
Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.
SAS website for the Tampa and Sarasota-Manatee campuses.
SAS website for the St. Pete campus.

Academic Support Services
The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website.

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.
IT website for the Tampa campus.
IT website for the St. Pete campus.
IT website for the Sarasota-Manatee campus.

Center for Victim Advocacy

The Center for Victim Advocacy empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that

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enhances student academic and personal success. Contact information is available online.
Counseling Center website for the Tampa campus.
Counseling Center website for the St. Pete campus.
Counseling Center website for the Sarasota-Manatee campus.

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.
Tutoring website for the Tampa campus.
Tutoring website for the St. Pete campus.

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. For more information or to make an appointment, email: writingstudio@usf.edu.
Writing studio website for the Tampa campus.
Writing studio website for the St. Pete campus.

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