



HMT 411: Humanities Student Syllabus for the Adult Degree Programs

Course Description

In HMT 411, students will explore the humanities as a manifestation of human responses to the Cultural Mandate – to “rule over the earth and subdue it.” The humanities reflect the cultural values of the culture from which they spring; therefore, students will be equipped with the theological and philosophical categories needed to properly discern the truth (and untruth) of the cultural messages embedded in the humanities. On the one hand, students will be equipped to appreciate the common grace truth embedded in the humanities, but on the other hand, students will be equipped with the biblical categories of antithesis needed to discern where those truths fall short. At the end of the course, students will be equipped to engage both aesthetic considerations and “truth considerations” in the humanities.

Course Introduction

Humanities 411 is designed as an introduction to the arts, primarily literature, music, and the visual arts, including film. The textbooks and examples were chosen to combine theory and experiences in such a way as to increase your understanding and enjoyment of the arts. We hope you will begin to see the connections that exist among the arts and popular culture, as well as your everyday life.

This course also offers an approach to viewing and critiquing the popular arts from a distinctly Christian perspective. This is done by assessing how an artist sees the world, discerning whether the artwork contains truthful observations or demonstrations that are consistent with Biblical teaching, and considering the aesthetic value of a work of art.

Course Outcomes

By the end of this course, students will be able to:

1. Describe the place of human creativity in Christian theology and life.
2. Identify and analyze these facets of artistic works in a variety of artistic expressions: content and context, response and purpose, structure and elements.
3. Categorize and explain the significance of stylistic differences and evaluative standards for the arts.
4. Appreciate and interpret distinctives and similarities among the arts.

Course Texts

ESV value thinline Bible. (2016). Wheaton, IL: Crossway.

ISBN-13: 978-1433550652

ISBN-10: 1433550652

Fitzgerald, F. S. (2004). *The great Gatsby*. New York, NY: Scribner. (Original work published 1925)

ISBN-13: 978-0743273565

ISBN-10: 0743273567

Janaro, R. P., & Altshuler, T. C. (2012). *The art of being human: The humanities as a technique for living* (10th ed.). Upper Saddle River, NJ: Pearson.

ISBN-13: 978-0205022472

ISBN-10: 0205022472

Wallis, H. B. (Producer), & Curtiz, M. (Director). (1942). *Casablanca* [Motion Picture]. United States: Warner Brothers.

**This film will need to be viewed for Session 6. You will need to secure a copy of the film in order to prepare for the related assignment. The film can be borrowed from a friend on DVD, watched on TV, purchased as a DVD, rented, streamed online (via YouTube, Amazon Video, iTunes, etc.). It is up to you how you choose to view the film, but it is a required resource for the course.*

Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students

who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

The Grading System in the ADP

The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

Policy on Academic Honesty

Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit www.plagiarism.org in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

Turnitin Policy

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Quizzes (3)	50 points (Quiz 1); 30 points (Quiz 2 & 3)	110 points
Applied Summary Project Parts 1-4	60 points each	240 points
Artistic Analysis Oral Presentation	One Submission	100 points
Final Applied Summary Project	One Submission	210 points
Total		870 points

Assignment Descriptions

Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.

- b. Part 2 – Respond back to your instructor’s post. In addition, post a response to at least two of your fellow classmates’ postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates’ questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

NOTE: How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is **REQUIRED** as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed discussion of your responsibility in discussion forum postings, please see the “Guidelines for ADP Students in Online Discussions” document in your Moodle orientation course.

Quizzes

During this course, there will be three quizzes that cover the essential elements of the text. These quizzes will include multiple choice questions.

- Session 1 – Students will take an online quiz on *The Art of Being Human* Chapters 1-2
- Session 4 – Students will take an online quiz on *The Art of Being Human* Chapter 5
- Session 7 – Students will take an online quiz on *The Art of Being Human* Chapter 7

Students will be allowed to consult their text and notes when taking online quizzes. However, quizzes will be timed, and students will need to have a working knowledge of the material before taking the quiz. There will simply not be enough time to “look up” every question in your text.

If a student does not take the quiz by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

Applied Summary Project

Applied Summary Project Part 1:

Define and explain the three steps of evaluating the arts (Map of Reality, Interplay of Common Grace and Antithesis, and Aesthetic Elements) as recommended by Shidemantle.

In total, this portion of your Applied Summary Project should be at least 2 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

Applied Summary Project Part 1 is due by 11:55 pm (EST) Saturday Session 2.

Applied Summary Project Part 2: Christian Critique of *The Great Gatsby*

After reading *The Great Gatsby*, write an essay that addresses the following:

1. Choose one of the four worldview questions, and explain the “world” of *The Great Gatsby*.
2. What does *The Great Gatsby* say that is “true” (common grace/consistent with a Biblical view) of human love and death, and how might you critique its attitude toward human love and death (antithesis/inconsistent with a Biblical view) from a Christian perspective?
3. Analyze *The Great Gatsby* in terms of the two aesthetic elements: “source” and “function.”

In total, this portion of your Applied Summary Project should be 2-3 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

Applied Summary Project Part 2 is due by 11:55 pm (EST) Saturday Session 3.

Applied Summary Project Part 3:

For this assignment, you can choose to focus on either the theme of Love or the theme of Death. Using the chart of options provided to you in your Moodle classroom, choose a love song from each decade OR a song about death from each decade. Search online for the song (on YouTube) and the song’s lyrics.

Part A: After listening to the songs and reading their lyrics, answer the following for each song:

- Content: What is the song saying about love or death?

- Elements: *The Art of Being Human* Chapter 6 has a section titled “The Basic Elements of Music.” Apply the concepts defined in this section to each of the songs in a descriptive fashion. Which of the elements added to the success (beauty/aesthetic value) of the song? Were there elements that were unsuccessful?
- Style: Describe the style (genre) of each song, providing the basic characteristics of each genre. Also, consider whether the artists performing each song had a particular style of their own or if they are fairly standard according to the genre.

Part B: After evaluating the songs, provide a comparison of the various decades by addressing the following:

- How did the musical styles of each decade differ?
- How did the content concerning love or death vary from the 1960s to the 2000s?

In total, this portion of your Applied Summary Project should be 3-5 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

Applied Summary Project Part 3 is due by 11:55 pm (EST) Saturday Session 5.

Applied Summary Project Part 4: Christian Critique of *Casablanca*

After watching the feature film *Casablanca*, write an essay that addresses the following:

1. Choose one of the four worldview questions, and explain the “world” of *Casablanca*.
2. What does *Casablanca* say that is “true” (common grace/consistent with a Biblical view) of human love and death, and how might you critique its attitude toward human love and death (antithesis/inconsistent with a Biblical view) from a Christian perspective?
3. Analyze *Casablanca* in terms of the two aesthetic elements: “content” and “function.”

In total, this portion of your Applied Summary Project should be 2-3 pages in length and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

Applied Summary Project Part 4 is due by 11:55 pm (EST) Saturday Session 6.

Final Applied Summary Project:

Part A: Revise Applied Summary Project Parts 1-4 using instructor feedback and corrections.

Once you have finished Part B of your final project, you will need to add a table of contents to your document. The table of contents should list each of the parts included in your Final Applied Summary Project and indicate where they are located within the document. Additionally, add an executive summary to the beginning of your document (after the table of contents). The executive summary should describe why it is

important to respond to the arts critically and briefly compare artistic analysis from a Christian perspective and in terms of aesthetic value.

Part B: Reflection (1-2 pages)

1. Before taking this course, how did you analyze a work of art? What was your standard for determining whether something was “good”?
2. Explain what you thought of doing the artistic critiques that were asked of you as part of this course (*The Great Gatsby*, music analysis, *Casablanca*, oral presentation)? What did you learn through doing these artistic analyses?
3. How has your standard for evaluating art changed by taking this course?

In total, your Final Applied Summary Project should be 10-12 pages in length (not including cover sheet, table of contents, or reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

Your Final Applied Summary Project is due by 11:55 pm (EST) Saturday Session 8.

Artistic Analysis Oral Presentation

In Session 8, students will prepare a 10-12 minute oral presentation, providing an overview of the final artistic analysis.

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in your Moodle classroom. Your fellow classmates and instructor will be able to view your presentation and make comments. If you need further instructions for recording your audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

Students should address the following in their oral presentation:

1. Explain what work of art you chose and why you decided to analyze it.
2. Briefly provide a worldview analysis of the work of art.
3. Highlight a number of examples of common grace and antithesis that were apparent in the work of art.
4. Briefly walk through the aesthetic elements.
5. Explain what you thought about doing this type of artistic critique and what you learned from the process.

Be sure to organize your presentation in a way that is both interesting and visually appealing to the audience.

After uploading your PowerPoint presentation, watch 5 of your classmates' presentations. Give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and

include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Responses to at least 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

Professional Skills in Your Online Courses

All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

Observation Skills



Adept at using eyes, hands, and the body with precision and skill in the physical world

Written Communication Skills



Ability to organize knowledge and beliefs into convincing arguments and to convey meaning through well-constructed text

Synthesize/Integrate



Adept at forming structures, patterns, and connections from information, ideas, and images

Composition Skills



Ability to express an inner ideal into an artistic, creative, or aesthetic form