

HUMA 101, Introduction to Humanities, Syllabus (3 credits)

COURSE DESCRIPTION

This course is a general introduction to the humanities, with attention given to key concepts in philosophy, religion, art, architecture, and literature, with ideas from these disciplines applied to key cultural artifacts of the Western world.

REQUIRED TEXTS & RESOURCES

- Additional reading will be provided in the form of PDF articles, links to online resources, or chapters located within course modules.

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.Point.edu/Bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Due
Getting Started		
	Login to Course	
	Week 1 Introduction	Sunday
	Discussion Forum: Introduce Yourself	Sunday
	Reading Assignment	Sunday
	Journal Response	Sunday
	Writing Assignment – What are the Humanities?	Sunday
Week 1	Week 1 Introduction A	Sunday
	Reading Assignment - Wolterstorff	Sunday
	Reading Quiz A	Sunday
	Discussion Forum A	Sunday
	Journal Response A	Sunday
	Week 1 Introduction B	Sunday
	Reading/Video Assignment – Schaeffer, Lewis, Maritain	Sunday
	Reading Quiz	Sunday
	Discussion Forum – A Christian Worldview	Sunday
Week 2	Week 2 Introduction A	Sunday
	Reading/Video Assignment – Political Art	Sunday

	Reading Quiz – Political Art	Sunday
	Discussion Forum – Political Art	Sunday
	Journal Response – Political Art	Sunday
	Extra Credit Opportunity	Sunday
	Week 2 Introduction B	Sunday
	Reading/Video Assignment – Race & Human Identity	Sunday
	Reading Quiz – Race & Human Identity	Sunday
	Discussion Forum – Race & Human Identity	Sunday
	Journal Response – Race & Human Identity	Sunday
	Exam 1	Sunday
Week 3	Week 3 Introduction A	Sunday
	Reading/Video Assignment – Ancient Origins	Sunday
	Submit Video guide in lieu of actual quiz – Ancient Origins	Sunday
	Discussion Forum – Ancient Origins	Sunday
	Journal Response – Ancient Origins	Sunday
	Museum Visit Reflection Paper	Sunday
	Week 3 Introduction B – Charlemagne	Sunday
	Reading/Video Assignment – Charlemagne	Sunday
	Reading Quiz – Charlemagne	Sunday
	Discussion Forum – Charlemagne	Sunday
Week 4	Week 4 Introduction A – Renaissance	Sunday
	Reading Assignment – Lucas	Sunday
	Reading Quiz – Lucas	Sunday
	Discussion Forum – Renaissance	Sunday
	Journal Response – Renaissance	Sunday
	Week 4 Introduction B – Protestant Reformation	Sunday
	Reading/Video Assignment – Protestant Reformation	Sunday
	Reading Quiz – Protestant Reformation	Sunday
	Discussion Forum – Protestant Reformation	Sunday
	Journal Response – Protestant Reformation	Sunday
	Exam 2	Sunday
Week 5	Week 5 Introduction – Enlightenment & French Revolution	Sunday
	Video Assignment – Enlightenment	Sunday
	Discussion Forum – The Social Contract	Sunday
	Video Guide – The Social Contract	Sunday
	Video Assignment – French Revolution	Sunday
	Discussion Forum – Enlightenment & French Revolution	Sunday
Week 6	Week 6 Introduction A – Modernism	Sunday
	Reading/Video Assignment - Sartre	Sunday
	Discussion Forum - Sartre	Sunday
	Reading/Video Assignment - Waiting for Godot	Sunday
	Reading Quiz – Waiting for Godot	Sunday
	Week 6 Introduction B – Harlem Renaissance	Sunday
	Reading Assignment – Harlem Renaissance	Sunday
	Reading Quiz – Harlem Renaissance	Sunday

	Discussion Forum - Harlem Renaissance	Sunday
	Journal Response – Harlem Renaissance	Sunday
Week 7	Week 7 Introduction – Art in Public Space	Sunday
	Reading/Video Assignment – Art in Public Space	Sunday
	Reading Quiz – Art in Public Space	Sunday
	Discussion Forum – Art in Public Space	Sunday
	Journal Response – Art in Public Space	Sunday
	Final Reflection Paper	Sunday
	Week 7 Introduction B – Christian Imagination & Engagement	Sunday
	Reading/Video Assignment – Smith	Sunday
	Discussion Forum – Smith	Sunday
	Journal Response – Smith	Sunday
	Exam 3	Sunday

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Percentage
Reading Quizzes: There will be a reading quiz (or worksheet/video guide) for each week's reading, due by the end of the week.	20%
Discussion forums/ participation: Weekly discussion forums are required for participation and attendance.	20%
Art journaling/response: These journals will be personal responses to artwork or other prompts each week. They will function like a journal to assess your perception and growth over the course of the semester. They should be no less than 200 words.	10%
Final Reflection Paper: See guidelines on Canvas.	10%
Museum visit and reflection: See guidelines on Canvas.	10%
Exams: There will be 3 exams in this class. They will be short essay format and will cover all the material within a given unit. To prepare, you should review all material and make sure you understand how ideas fit together.	30%
Total	100%

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Students will develop a foundational knowledge of key concepts, thinkers, and artifacts related to Western cultural history, from the Greek to the Modern period.		Program Objective(s)
	Objective 1.1: Students will describe the key concepts of each major period of Western cultural history from Greek to Modern, in both thought and writing.	1.2, 1.3, 1.6
	Objective 1.2: Students will identify major artistic and cultural artifacts, including how they reflect and influence other concepts and practices of that time period.	1.2, 1.3, 1.5
	Objective 1.3: Students will identify and understand the social and political contexts that key cultural artifacts arise within.	1.5
Goal 2: Students will apply an understanding of key historical concepts and their reflection in the arts to an engagement with contemporary culture today.		
	Objective 2.1: Students will evaluate and analyze key concepts of their own culture through engagement with the arts today.	1.3, 1.6, 1.8, 2.1, 2.2
	Objective 2.2: Students will evaluate and analyze how philosophical and religious influences affect other areas of culture, both in a historical and contemporary context.	1.6, 1.8, 2.1, 2.2
	Objective 2.3: Students will reflect on how their own faith might be influenced by engaging with the arts today.	2.2
Goal 3: Students will interpret and evaluate visual art, architecture and literature, with a key focus on how those artistic objects, spaces, and texts represent religious, philosophical and/or social ideas.		

	Objective 3.1: Students will engage meaningfully with particular artworks, including painting and architecture.	1.4, 2.1
	Objective 3.2: Students will analyze literary texts of a given period in light of key concepts of particular cultures.	2.1

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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