

HUMA 1010 Intro to Humanities



HUMA 1010: Intro to Humanities

Course Description: Course thematically investigates the fundamental and perennial questions of humankind and how human beings relate through culture to their political, religious, social, intellectual, economic, and geographic environments.

Required texts:

The Human Experience: From Human Being to Human Doing. This is an OER text currently embedded in Canvas with a plan to migrate to PressBooks, All readings and course materials can be found on our class Canvas site.

Course Learning Outcomes:

By the end of the course students will be able to do the following:

1. Make cross-cultural connections by comparing and contrasting the values and artifacts of diverse cultures

Students will engage in the humanistic tradition of questioning and exploring the human experience -- spotlighting the central role that values play in perceiving and understanding the meaning(s) of human experience -- through close reading, comprehension, interpretation, and analysis of a variety of texts, poems, plays, stories, speeches, paintings, musical compositions, film, etc. Analyze how political, historical, economic, religious, and sociological events, ideas, and patterns have shaped and been shaped by human cultures and their artistic products

2. Communicate independent, critical, and creative thinking about cultural artifacts

Students will develop skills to communicate effectively. By centering the acquisition of critical literacies for reading, writing, speaking, listening, and visual understanding, students will apply their analyses in specified contexts and modalities: effectively organizing and presenting ideas and information visually, orally, and in writing.

3. Describe how the diversity of human experience affects the way each individual experiences the world

Students will development skills to engage with diverse groups and individuals in order to: produce professional work; interact competently across cultures; articulate understanding and

¹ Land Acknowledgement Statement

Salt Lake Community College is located on the Native American shared territory of the Goshute, Navajo, Paiute, Shoshone, and Ute People. We honor the original ancestors of this land and also offer respect to our other tribal communities. We acknowledge this history to cultivate respect for and advocate with our indigenous students and communities still connected to this land.

appreciation of human differences; act in accordance with standards of professionalism and civility.

4. Reflect on personal thought processes, opinions, and biases in regards to various cultures and ideas

Students will demonstrate the ability to think independently, analytically, critically, and creatively about the products of culture and the information they contain: Identifying, analyzing and evaluating arguments as they occur in their own and others' work; analyzing similarities and differences among values of diverse cultures, contexts, and artistic products; and making connections across disciplines.

5. Identify artistic works according to genre, time period, and style

Students will understand cultural and historical context and the implication of such on the cultural artifacts they are assessing. Students will do close readings in class to further understand the process of identifying artifacts according to genre and time period. This analysis will also include visual arts.

6. Synthesize current political, historical, economic, religious, and sociological events or ideas to create an artistic work

Applying the knowledge from LO 5, students will create an artistic piece that highlights a social issue/cause that they seek to champion/support. They will identify a style relevant to the time period and values it represents.

7. Develop the knowledge and skills to be civically engaged, and/or work with others in a professional and constructive manner

As part of their signature assignment, students will participate in self-guided civic engagement activities related to their own personal manifesto.

The Classroom as Community

The department of Humanities, Language, and Culture (HuLa) supports learning in an increasingly diverse community. This diversity is a source of intellectual enrichment. In an academic community all viewpoints will be and should be critically interrogated. HuLa fosters the free exchange of ideas in an atmosphere of mutual respect and seeks to provide the necessary conditions for effective learning.

Course Graded Work

Reflective Writing Journals (40%)

Creative & Critical Thinking Journal

1. Consider a time when you experienced something that changed the way you see the world around you. Refer to course material as you answer the following questions:
 - The context of the experience. Describe your background and expectations before the epiphany. Were you “young” or in a new place or meeting new people, etc.?
 - Relate the experience. What happened and what surprised you?
 - Why do you think it surprised you?
 - How did it change your perspective on the world? Did it change how you act or what you value?
 - Why do you think you experienced an epiphany rather than just a shock?

Beginnings & Origins Journal

2. Refer to course material as you answer the following questions:
 - Based on course materials, what were some common practices within early human communities and societies? What 'things' (answers could include art, expression, community, other...) did early humans need to survive?
 - In what ways do they match what we find essential to productive living today?
 - What are some examples in the course materials for how early humans developed solutions to the problems of communal life, threats from nature, or connection with the divine?
 - What are similar practices we use today?

Spirituality & Well Being: Monotheism Journal

3. Refer to course material as you answer the following questions:
 - What have you learned about Monotheism this week as you have studied Judaism, Christianity, and Islam?
 - What specific differences and similarities do you see among each faith? Did you learn anything that you did not know before or that surprised you?
 - How has your perspective of each faith changed following the things you learned in this theme?

Spirituality & Well Being: Polytheism Journal

4. Refer to course material as you answer the following questions:

- What are some things you've have you learned about Polytheism this week as you have studied Hinduism, Hare Krishna, and Buddhism? Be specific.
- What are some specific differences and similarities you can see among each faith? Did you learn anything that surprised you?
- How has your perspective of each faith changed following the things you learned in this theme?

Spirituality & Well Being: Philosophical Approaches to Happiness Journal

5. Refer to course material as you answer the following questions:

- What do you think of Epicurus claim that humans tend to create God in their images instead of the general view that humans are created in God's image?
- What are some implications of this belief?
- How might this belief contribute to oppression of certain people or greater acceptance and inclusion?
- What would you define as being a major factor in well-being from a secular/philosophical perspective? **Hint** – look at the Clip for Hector and the Search for Happiness

Early Government Structures Journal

6. Refer to course material as you answer the following questions:

- In what ways did early governments preserve their legacy? Which influences still remain prevalent in our society today?
- What form of government did you find the most compelling? Explain why. Use references from the textbook and course material. What form of government did you find the most problematic? Explain why. Use references from the textbook and course material.

Reform & Revolution: Why Do We Fight Journal

1. Refer to course material as you answer the following questions:

- According to the course materials, why do nations go to war with each other (or groups within one nation)? Is 'fighting' a last resort? Or is it a necessary/inevitable part of life? Explain why you might respond the way you do. What evidence from the course materials supports your perspective?
- According to the textbook and other course material, how have notions of race, ethnicity, socioeconomic status, or religion led to conflict, divisions, or served as justification for conflict?
- What actions did people or governments take to justify violence and convince others to support their cause?

- Be sure to reference the revolutions explored in the course material and include quotes with citations.

Reform & Revolution: The Process of Dehumanization Journal

7. Refer to course material as you answer the following questions:
- Based on the examples in the course materials, what are features of dehumanization campaigns? Is it easier to commit atrocious acts against people who are seen as not contributing to society?
 - Do you think there were people who really saw Jews as a threat, or as a part of society who did not contribute, thus draining the public purse?
 - What are some groups of people who are currently depicted as not contributing, draining resources, and/or who don't belong in this country? Why do you think they are depicted in this way? Has this perspective led to violence against those groups?

Reform & Revolution: Why Good People Do Bad Things Journal

8. Refer to course material as you answer the following questions:
- What is your reaction to the Stanley Milgram experiment? Were you surprised by the results? If so why, if not, why not?
 - According to the research/experiment, why do "good people do evil?"
 - Are you affected by a desire to comply with social expectations? What types of institutions or attitudes shape your perspectives of other people and groups? Could it be possible for you to be persuaded by a dehumanization campaign? How might you identify oppression and lend support to civil rights movement(s)? Consider the impact of war reporting through news stations and sites, and artistic mediums such as music, photography, art, etc.
 1. Which of these mediums do you think is the most influential? Why? What examples from the textbook/course material support your perspective?
 2. Do you think there are certain images that the public should not see in the context of war? If so, who do you think should determine the level of censorship? If not, why not? What examples from the textbook and course material influenced or align with your view?

Diversity & Difference: Race Journal

9. Refer to course material as you answer the following questions about the Colorline by Frederick Douglas:
- Where do you get your understanding of race from?
 - How do you define racism?
 - What is your understanding of covert and explicit racism?
 - What factors contribute to or influence racist ideas?
 - Identify an example (or examples) of the colorline within your lifetime. How does that example compare to what Frederick Douglas discussed? What solutions can you think of to eliminate the colorline?

Diversity & Difference: Gender Journal

10. Review 'Women Rank High in Rwanda's Government'.

Refer to course material as you answer the following questions about the new law in Rwanda:

- What do you think of the law in Rwanda that requires 30% of the elected representatives as 'women only' seats?
- Why or when do you think such a law might be necessary?
- What are some of the factors that facilitated the change?
- Explain the benefits and possible limitations of such a law.
- Compare the date that women got the right to vote in Rwanda with the date women gained the right to vote in the U.S. Examine the scope of their political influence in the respective time period. How does the trajectory of women's rights in Rwanda compare with the U.S.?
- Do you think a similar law should be passed in the U.S. and/or individual states? Why or why not?
- If you don't think such a law should be instituted in the U.S., what steps should be taken to ensure greater gender equality in political representation?

Diversity & Difference: Immigration Journal

11. Review 'The Refugee System is Failing. Here's How We Can Fix It'.

Refer to course material as you answer the following questions:

- What are the 3 options Alexander Betts describes that are currently available to refugees under the "refugee regime"?
- Do you think there are any other options Betts did not mention?
- What are the four solutions that Alexander Betts offers?
- What solution do you think is the most viable? Explain why.
- What other solutions do you think would be effective in addressing the options available to those fleeing their country of origin?

Diversity & Difference: LGBTQIA+ Culture Journal

12. Review 'Heteronormative Privilege' in the textbook

Refer to course material as you answer the following questions:

- What are some of the privileges of heteronormativity discussed in the course material and textbook that stood out to you the most?
- What role did colonization play in the treatment of two spirit or third-gender people?
- Who was the first person to "come out" on National TV? Why do you think this was instrumental in creating space and understanding for the LGBTQIA + community?

Experimentation Through the Arts Journal

13. Refer to course material as you answer the following questions:

- Based on the course material and textbook, how effective is art as a medium for social change? What are some examples?
- If you could start an art movement that sought to change society, what would you do? What would you seek to change?
- What would be the subject of your artwork?
- What would it look like? What medium would you use? Why do you think the medium would best fit your movement?

Globalization Journal

14. Refer to course material as you answer the following questions:

- What are the advantages and disadvantages of 'The Information/Technology Explosion?'
- According to the textbook, what effects might Globalism have on security and stability around the globe?
- Using passages in the course material and textbook, explain how Globalization affected the spread and response to the coronavirus pandemic.

Major Assignments (30%)

Major Assignments

Spirituality & Well Being Major Assignment

1. Attend a religious service or festival, not of your faith.
2. Write a description of service/festival — State the date and place of worship and describe the format of the service/festival in at least 150 words.
3. Answer Questions A–D — Make reference to course materials to support your thoughts, contextualize the experience, or clarify details - include citations. There is a 400 word minimum for this section.
 - a. Why did you choose this particular service/festival?
 - b. What did you learn or what surprised or interested you about the service/event?
 - c. Why is it important as a society to be knowledgeable and accepting of different faiths?
 - d. What did you enjoy about this experience? Would you do it again? Why or why not?
4. Upload a picture of yourself at the service/festival or a picture of the program

Reform & Revolution Major Assignment

Start your own revolution! Or rather, use the steps below to devise a plan to create your own grassroots revolution.

1. Choose a central theme/challenge/issue around which to organize your revolution. Find a way to articulate a central truth and common purpose and define it.
2. Identify your need for reform. What is broken or wrong about the current situation related to your common purpose? Use data to build your case for change.
3. What are you seeking to change? Create goals and define your ideal outcome.
4. Articulate how you will spread the word about your cause for revolution. Which resources will you secure? Money? Intellectual or financial partners? How will you see your revolution come to fruition?

Diversity & Difference Major Assignment

In the Race section you learned about the Kamoinge Workshop. This workshop is a collective of Black photographers formed in New York in 1963. Members of the group produced powerful images, sensitively registering Black life in the mid-20th century. Review the information about the Kamoinge Workshop on the [Diversity & Difference: Required Learning Materials – Race](#) page.

Curate a selection of at least 5 photographs that you have taken that best represent your life as an example/extension of your identity. You can choose which area of your identity to focus on.




5. Write an accompanying narrative of not more than 400 words to explain the photographs that you took and how you feel they best represent a component of your identity.
6. How do the notions of identity you chose relate to the course material and the work of Kamoinge Workshop? Include references and citations.

Signature Assignment: My Manifesto (15%)

1. Reflect on what you have learned in this class and write a manifesto for your life. A manifesto should reflect what is most important to you. Your manifesto must include the following points:
 - Identify an ideal, belief or value that is important to you
 - Identify a broader social issue that aligns with your value (for example one of your values could be environmental awareness and a broader social issue may be climate change)
 - Shrink the Change: Identify a civic engagement activity you have completed or will complete that would address this issue (you are making the broader social issue smaller in that you are making the case that as individuals we have the ability to address and bring about change by being civically minded and engaged; essentially shrinking the change and making change achievable)
 - Connect this with a theme and a specific reading in the course. Provide references from the text to demonstrate your point. Include quotes with citations from the text/course material that:
 - Support the need for increased commitment to your ideal(s) or cause.
 - Identify cultural beliefs or institutions that impact your selected value or cause.
 - Indicate that your approach would be effective in promoting the change you hope to see.

Finally, write a course reflection and include it in your ePortfolio. Your course reflection should reflect on the things you have learned in this course. See the [ePortfolio Reflection page](#)[Links to an external site.](#) for ideas of what to include in your reflection.

Make sure to look at the rubric for the assignment.

My Manifesto Rubric   		
Criteria	Ratings	Pts
Post Manifesto to ePortfolio	This area will be used by the assessor to leave comments related to this criterion.	25 pts
Post Reflection to ePortfolio	This area will be used by the assessor to leave comments related to this criterion.	25 pts
Address the following points Identify an ideal, belief or value that is important to you Identify a broader social issue that aligns with your value Shrink the Change: Identify a civic engagement activity you have completed or will complete that would address this issue Connect this with a theme and a specific reading in the course.	This area will be used by the assessor to leave comments related to this criterion.	25 pts
Demonstrates a knowledge and understanding of the theme and text referenced	This area will be used by the assessor to leave comments related to this criterion.	25 pts

Total Points: 100

Signature Assignment: ePortfolio (5%)

At the end of the semester, you will be uploading your Manifesto, an essay in which you reflect on the learning experiences in this class, and how they connect with your other classes, educational goals and/or civic life. Further instructions on how to complete and submit your ePortfolio are available on Canvas.

As you refer to course materials in your response please make sure to cite what you are referencing. You may use any citation style you are comfortable with already (MLA, APA, etc.). If you have never cited anything before please take a look at the [Plagiarism, Citations & Formatting](#) module for information on citing information.

If you would like assistance with your writing (grammar, citations, clear communication, etc.) you can get help from [SLCC's Writing & Reading Centers](#) in person or online.

Participation (10%)

This score is based on considerations such as: in-class discussion participation, preparedness, attendance, contributions, online page-views and page-interactions, respectfulness, and general engagement.

Grading

Grades will be calculated according to how many points you receive out of the total points possible in the course according to the following scale:

93%-100% = A

90%-92% = A-

88%-89% = B+

83%-87% = B

80%-82% = B-

78%-79% = C+

73%-77% = C

70%-72% = C-

68%-69% = D+

63%-67% = D

60%-62% = D-

<60% = E (which stands for Failing)

Class Meeting Time: Every Tuesday & Thursday 10:00 – 11:20

Room: AAB 214

Textbook: Embedded in Canvas

Office Hours: Thursday 1:30 – 2:30 AAB 158

Week / Date	Theme	Required Learning Materials	Assignments Due
Week 1 01/08/24	Creative and Critical Thinking	Creative and Critical Thinking Tab Read Overview, Textbook, Required Learning Materials	Creative & Critical Thinking Journal (Tuesday) Discussion & Quiz (Wednesday) Citations & Formatting Review (Friday)
Week 2 01/15/2024	Beginnings and Origins	Beginnings and Origins Tab Read Overview, Textbook, Required Learning Materials	Creative & Critical Thinking Journal (Tuesday) Discussion & Quiz (Wednesday)
Week 3 01/22/2024	Spirituality & Well Being – Monotheism	Spirituality & Well Being Tab Read Overview, Textbook, Required Learning Materials & Monotheism Overview, Textbook, Required Learning Materials	Beginnings and Origins Journal (Tuesday) Discussion & Quiz (Wednesday) Feedback Quiz (Wednesday)

Week 4 01/29/2024	Spirituality & Well Being – Polytheism	Polytheism Tab Read Overview, Textbook, Required Learning Materials	Monotheism Journal (Tuesday)
Week 5 02/05/2024	Spirituality & Well Being – Secular and Philosophical Perspectives	Secular and Philosophical Perspective Tab Read Overview, Textbook, Required Learning Materials	Polytheism Journal Due (Tuesday)
Week 6 02/12/2024	Early Government Structures	Early Government Structures Tab Read Overview, Textbook, Required Learning Materials	Philosophical and Secular Approaches Journal (Tuesday) Discussion & Quiz (Wednesday) Church/Festival Visit Due Wednesday
Week 7 02/19/2024	Revolution & Reform: Global Revolutions	Reform & Revolution Tab Read Overview & Textbook Global Revolution Overview, Textbook, Required Learning Materials	Early Government Structures Journal (Tuesday) Discussion & Quiz (Wednesday)
Week 8 02/26/2024	Reform & Revolution: Genocide and Mass Atrocity	Genocide & Mass Atrocity Overview, Textbook, Required Learning Materials	Global Revolution Journal (Tuesday)
Week 9 03/04/2023	Spring Break		

Week 10 03/11/2024	Reform & Revolution: War and the Humanities	War and the Humanities Overview, Textbook, Required Learning Materials	Genocide & Mass Atrocity Journal (Tuesday)
Week 11 03/18/2024	Diversity & Difference: Race	Diversity & Difference Tab Read Overview & Textbook Read Race Overview, Textbook, and Required Learning Materials	War & the Humanities Journal (Tuesday) Quiz and Discussion (Wednesday) Start a Revolution Assignment (Wednesday)
Week 12 03/25/2024	Diversity & Difference: Gender	Gender Overview, Textbook, and Required Learning Materials	Race Journal (Tuesday)
Week 13 04/01/2024	Diversity & Difference: Immigration	Immigration Overview, Textbook, and Required Learning Materials	Gender Journal (Tuesday)
Week 14 04/08/2024	Diversity & Difference: LGBTQIA+ History & Culture	LGBTQIA+ Overview, Textbook, and Required Learning Materials	Immigration Journal (Tuesday)
Week 15 04/15/2024	Experimentation Through the Arts	Experimentation Through the Arts Overview, Textbook, and Required Learning Materials	LGBTQIA+ Journal (Tuesday) Quiz & Discussion (Wednesday) Your Identity Story (Wednesday)
Week 16 04/22/2024	Globalization & What Next	Globalization & What Next Overview, Textbook, and Required Learning Materials	

Final Week 04/29/2023			Globalization & What Next Journal (Tuesday) Quiz & Discussion (Wednesday) Manifesto Due (Friday) End of Semester Quiz (Friday)
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Gen Ed Statement

This course is part of the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants. You will also explore a wide variety of topics with an eye toward discovering new interests and uncovering new talents.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life. General Education courses focus on communication, creativity, and critical thinking skills and along with the substance of the course's information, an appreciation of the esthetics of the area of study and its connection to the larger social web.

The ePortfolio Statement

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience.

There is now an ePortfolio Channel on the Student Tab (scroll to the bottom) of MyPage. You need to put the URL for your ePortfolio's Welcome Page into the ePortfolio channel. By doing so, this will associate that URL with your name and S# in Banner, and therefore into my summary class list so I can easily access your page! For detailed information including a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help, visit www.slcc.edu/gened/eportfolio.

Important Dates

Last Day to Add a Class: August 28th

Last Day to Drop with 100% refund: September 10th

Last Day to Withdraw Without a Refund: October 22nd

Holidays: Labor Day: Monday, September 2nd Fall Break: Thursday & Friday, October 17th & 18th
November 27th – 30th Thanksgiving / National Day of Mourning

Last Day of Class: Thursday, December 5th

Reading Day: Friday, December 6th

Finals Week: December 9th - 12th

**FOR ALL OTHER POLICIES AND INFORMATION PLEASE SEE THE SYLLABUS TAB,
INSTITUTIONAL SYLLABUS TAB, AND SIMPLE SYLLABUS TAB ON OUR CLASS
CANVAS PAGE**