

## Course Information

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### **Intro to Humanities (HU)**

HUMA 1100 [REDACTED]

Fall 2024



## Course Description

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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.

Semester: All

This 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.

3.000 Credit hours

3.000 Lecture hours

The humanities consist of that broad group of disciplines that study the ways that people in all historic periods have reflected on the fundamental questions about what it means to be human. The humanities disciplines – which include, among others, philosophy, literature, religion, art history, anthropology, history, archeology, language and area

studies, jurisprudence, music etc. – attempt to reveal how people have tried to make moral, spiritual, and intellectual sense of the world. Scholars in the humanities study the answers given by writers, artists, and thinkers to the big questions in the variety of products of human experience, such as paintings and sculpture, ethical systems of thought, religious rituals, literary works, legal codes, and musical compositions. The humanities approach, unlike the quantitative approach of the sciences, is qualitative in nature.

This interdisciplinary nature lends itself to the possibility of finding a multitude of complementary answers proposed to humankind's fundamental and perennial questions. These questions include things like: What is the origin of life? What do our answers to this question tell us about ourselves and our culture? What does religion offer? How does one lead a religious life? What is Freedom? What is the Self? What is Nature and what is our relation to it? Why do we fight wars? How does war touch culture and humanity? How does culture influence the ways we think about war? What does it mean to be in love? Why do cultures have different ideas about how to demonstrate love? What are our responsibilities to our fellow men and women? What is the position of women or racial and ethnic minorities in society? How should they be treated in a democracy? How does religion or culture or history influence our attitudes toward race and ethnicity? What is death and how do we think about what it means to die?

## Textbooks, Readings, and Course Materials

**Title: The Human Experience: From Human Being to Human Doing**

**Link:** <https://slcc.pressbooks.pub/humanexperience/>

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

- Demonstrate knowledge of the humanistic tradition of questioning and determining the meaning(s) of human experience.
- Interpret the central role values play in the processes of perceiving and understanding the meaning(s) of human experience.
- Investigate a variety of humanities texts -- poems, plays, stories, speeches, paintings, musical compositions, sculptures, etc. -- and demonstrate improved facility in close reading, comprehension, interpretation, and argument through journals and discussions.
- Demonstrate the ability to think independently, analytically, critically, and creatively about the products of culture and the information they contain.
- Compare/contrast similarities and differences across disciplines.
- Identify, analyze and evaluate arguments as they occur in their own and others' work through peer review group activities at the conclusion of each theme.
- Evaluate the effects of geography, economics, politics, religion, philosophy and/or science on the values of a culture and the stylistic features of the arts; this includes the ability to analyze and compare similarities and differences among values of diverse cultures, eras, and artistic products through journals, large and small group discussions, and the course civic engagement assignment.
- Relate another's culture to their own by creating a video journal describing their core values and where they think they come from.
- Demonstrate potential consequences of proposed critical interpretations for policy-making in both historical context and in the present, and make an argument for how humanistic inquiry can be used to improve life in communities and societies by connecting course themes to their civic engagement activity.
- Explore the relationship between religious, legal, political, and artistic expressions as manifested in different times and places, in order to make informed contributions in a complex international community.
- Provide evidence of experience in civic engagement activities and describe what they have learned about themselves as it relates to a reinforced and clarified sense of civic identity and commitment to public action.
- Use computer hardware and software to complete course assignments and to examine a range of resources for class preparation, and to post a signature assignment to their ePortfolio.

## Communication Plan

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### Email Policy

I will do my best to respond to your emails in a timely manner (within [REDACTED] hours during the week). It is your responsibility to make sure your email was received. If you do not receive a response by the next two business days, resend your email or contact me another way. I will use email to contact you. You should regularly check your SLCC email and Canvas for announcements about this class.

### Cancellations

If a class is cancelled due to poor weather or for any other reason, be prepared to come to the next class with the work scheduled for that new day. We will keep to the original schedule, and you should have all assigned work ready to be turned in. Please check your email each morning before coming to our class. I will email you if I have an emergency that prevents me from coming to class.

I will offer feedback on major assignments within 7 days of the due date.

The best way to contact me is [REDACTED], as I will prioritize this email over other modes of communication.

## How to Succeed in the Course

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In general, I expect you to

- log in to the course at least three times a week and check for announcements and complete work
- spend about six to nine hours a week working on the course
- participate on discussion boards at least two different days in the week
- be proactive and reach out to me with questions if you are struggling

## Assignment Schedule

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<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
	<a href="#">Bearing Witness Through Art</a>	Discussion	2
	<a href="#">Discussion Questions: "Woman as Other" by Simone de Beauvoir</a>	Discussion	2
	<a href="#">Extra Credit</a>	Assignment	5
	<a href="#">Immigration Discussion Questions</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Revolutions Discussion</a>	Discussion	2
	<a href="#">Roll Call Attendance</a>	Assignment	100
	<a href="#">Syllabus Quiz</a>	Quiz	0
	<a href="#">War Prayer Discussion Questions</a>	Discussion	2
8/29	<a href="#">ePortfolio Welcome Page</a>	Assignment	2
9/4	<a href="#">Creative &amp; Critical Thinking Journal Assignment: Playlist of Values</a>	Assignment	100
9/16	<a href="#">Discussion Questions on Racial Profiling and other sections</a>	Discussion	2
9/18	<a href="#">Discussion Questions ("Let America be America Again" and "The Color Line")</a>	Discussion	2

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/25	<a href="#">Diversity &amp; Difference Active Learning Assignment: Talking to a Stranger</a>	Assignment	100
10/2	<a href="#">LGBTQ+ Discussion Questions</a>	Discussion	2
10/14	<a href="#">Reform &amp; Revolution Active Learning Assignment</a>	Assignment	100
10/16	<a href="#">Civil Disobedience Discussion Questions</a>	Discussion	2
10/16	<a href="#">Reform &amp; Revolution Journal Assignment</a>	Assignment	100
10/23	<a href="#">Aristotle's Politics Discussion Questions</a>	Discussion	2
10/28	<a href="#">Human Rights &amp; Responsibilities Active Learning Assignment</a>	Assignment	100
11/4	<a href="#">Human Rights &amp; Responsibilities Journal Assignment</a>	Assignment	100
11/18	<a href="#">Spirituality &amp; Human Experience Active Learning Assignment</a>	Assignment	100
11/25	<a href="#">Spirituality &amp; Human Experience Journal Assignment: Three Perspectives on Life</a>	Assignment	100
12/4	<a href="#">My Manifesto</a>	Assignment	100

## General Education Information

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### General Education Statement

This course fulfills the **HU** requirement for 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.

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 to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between 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.

### ePortfolios

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

#### The Many Uses of ePortfolios

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in

their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

### **Connect Your ePortfolio to MySLCC**

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.
3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

### **Need Assistance?**

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#). Questions regarding the ePortfolio can be directed to [ePortfolio@slcc.edu](mailto:ePortfolio@slcc.edu)

## **Course Content Warnings/Trigger Warnings**

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Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery



- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## How to Navigate to Canvas

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you

have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)