

## Course Information

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### Intro to Humanities (HU)

HUMA 1100 [REDACTED]

Fall 2024

## Course Section Information

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Meeting Days: [REDACTED]

Meeting Times: [REDACTED]

Classroom: [REDACTED]

Campus: [REDACTED]

Meeting Dates: Tuesday, August 20th - Thursday, Decemebr 5th

[REDACTED]

[REDACTED]

## Course Description

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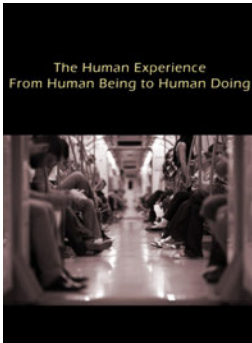
HUMA 1100 Course thematically investigates the fundamental and perennial questions of humankind and how human beings relate through culture to their political, religious, social, intellectual, economic, and geographic environments.

Semester: All

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.

## Textbooks, Readings, and Course Materials

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**Authors: Claire Adams**

**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 Prerequisites/Co-requisites

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None :)

## Course Student Learning Outcomes

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- 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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I will respond to email within [REDACTED] hours on weekdays. Emails received on weekends will be viewed and responded to the following week.

I will offer feedback on major assignments within 2 weeks.

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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- Review the syllabus carefully and frequently. Ask me any questions you have about it. Keep all documents and handouts for future reference.
- This three-credit course requires a significant time commitment. Expect to dedicate approximately nine to ten hours per week to coursework outside of class, including reading, assignments, and preparation for discussions.
- Become a thinker who is reflective about your own ideas and where they come from.

## Grading Scale

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### Final Grade Distribution

<i>Grade:</i>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Civic Engagement Ideas</a>	Discussion	0
	<a href="#">Introduction to Diversity &amp; Difference   READ AT THE BEGINNING OF THIS UNIT</a>	Assignment	
	<a href="#">Roll Call Attendance</a>	Assignment	100

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
	<a href="#">Section 1: War and Conflict Reading and Viewing.</a>	Assignment	0
	<a href="#">Section 1: War and Conflict Reading and Viewing.</a>	Assignment	0
	<a href="#">Section 3: Immigration Reading and Viewing.   READ AND WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	0
	<a href="#">Section 3: Immigration Reading and Viewing.   READ AND WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	0
	<a href="#">The Ones Who Walk Away From Omelas PDF   READ BEFORE THE SECOND DAY OF CLASS</a>	Assignment	0
8/25	<a href="#">RJ 1: Playlist of Values (Creative and Critical Thinking).</a>	Assignment	100
9/1	<a href="#">RJ 2: Gender Issues (Diversity &amp; Difference).</a>	Assignment	100
9/1	<a href="#">Gender Reading and Viewing.   READ AND WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	0

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/8	<a href="#">RJ 3: Race Issues (Diversity &amp; Difference).</a>	Assignment	100
9/15	<a href="#">RJ #4: Immigration Issues (Diversity &amp; Difference).</a>	Assignment	100
9/22	<a href="#">Race Reading and Viewing   READ AND WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	0
9/22	<a href="#">RJ #5: LGBTQIA+ Culture (Diversity &amp; Difference).</a>	Assignment	100
9/22	<a href="#">Race Reading and Viewing   READ AND WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	0
9/22	<a href="#">UNIT 1 OUTCOME ASSIGNMENT (Diversity &amp; Difference): Talking to Strangers</a>	Assignment	100
9/29	<a href="#">RJ #6: War and Conflict (Revolution &amp; Reform).</a>	Assignment	100
10/6	<a href="#">RJ #7: Art as a Medium of Reform (Revolution &amp; Reform).</a>	Assignment	100

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/13	<a href="#">RJ #8: Protest and Reform (Revolution &amp; Reform)</a>	Assignment	100
10/13	<a href="#">UNIT 2 OUTCOME ASSIGNMENT (Revolution &amp; Reform)</a>	Assignment	150
10/18	<a href="#">Section 1: War and Conflict Reading and Viewing   READ/WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	0
10/18	<a href="#">Section 1: War and Conflict Reading and Viewing   READ/WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	0
10/20	<a href="#">The Value of Human Life   READ AT THE BEGINNING OF THE WEEK</a>	Assignment	
10/20	<a href="#">The Value of Human Life   READ AT THE BEGINNING OF THE WEEK</a>	Assignment	
10/27	<a href="#">Genocide and Mass Atrocities   READ AND WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/27	<a href="#">RJ #9: Human Rights and The Value of Human Life (Human Rights and Responsibilities)</a>	Assignment	100
10/27	<a href="#">Genocide and Mass Atrocities   READ AND WATCH AT THE BEGINNING OF THE WEEK</a>	Assignment	
11/3	<a href="#">RJ #10: Genocide and Mass Atrocities (Human Rights and Responsibilities)</a>	Assignment	100
11/3	<a href="#">UNIT 3 OUTCOME ASSIGNMENT (Human Rights &amp; Responsibilities)</a>	Assignment	150
11/10	<a href="#">Human Rights &amp; Responsibilities Unit Overview   READ AT THE BEGINNING OF THIS UNIT</a>	Assignment	
11/10	<a href="#">Introduction to Human Rights and Responsibilities   READ AT THE BEGINNING OF THIS UNIT</a>	Assignment	
11/10	<a href="#">RJ #11: When Good People Do Bad Things (Human Rights and Responsibilities)</a>	Assignment	100



<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
11/10	<a href="#"><u>When Good People Do Bad Things.</u></a> <a href="#"><u>READ AND WATCH AT THE BEGINNING OF THE WEEK</u></a>	Assignment	
11/10	<a href="#"><u>Introduction to Human Rights &amp; Responsibilities.</u></a> <a href="#"><u>READ AT THE BEGINNING OF THIS UNIT</u></a>	Assignment	
11/10	<a href="#"><u>When Good People Do Bad Things.</u></a> <a href="#"><u>READ AND WATCH AT THE BEGINNING OF THE WEEK</u></a>	Assignment	
11/17	<a href="#"><u>RJ 12: Polytheistic Perspectives on Faith (Spirituality &amp; Well-Being).</u></a>	Assignment	100
11/19	<a href="#"><u>Presentation - ready to present</u></a>	Assignment	25
11/24	<a href="#"><u>RJ 13: Monotheistic Perspectives on Faith (Spirituality &amp; Well-Being).</u></a>	Assignment	100
11/24	<a href="#"><u>UNIT 4 OUTCOME ASSIGNMENT (Spirituality &amp; Human Experience).</u></a>	Assignment	150

Due Date	Assignment Name	Assignment Type	Points
12/1	<a href="#">RJ 14: Philosophical Concepts and Well-Being (Spirituality &amp; Well-Being)</a>	Assignment	100
12/5	<a href="#">My Manifesto</a>	Assignment	100
12/8	<a href="#">Final Presentation</a>	Assignment	200

## Coursework & Assignment Descriptions

1) Participation and Attendance (10%): To excel in this course, consistent and active engagement is paramount. Thoroughly prepare assigned materials before each class meeting to participate meaningfully in discussions. Completing journal entries may require multiple engagements with the course content.

### 2) Weekly Reflective Journal Assignments (RJs) (30%)

- Weekly journal reflections are required for this course. Honest and thoughtful self-expression is encouraged. These private entries provide a space for personal growth and exploration. Your journal will remain confidential.

New weekly course materials will be posted each Saturday at midnight. Journal reflections are due by the following Sunday at midnight. To enhance your journal entries, complete all assigned readings before beginning your reflections.

\*\* RJs are due Sundays at midnight. If you turn it in late, you can still receive 70% of the points (70 out of 100), which will impact your grade if done regularly. When we finish a Module/Unit NO LATE WORK WILL BE ACCEPTED.

### 3) End of Unit Assignments (30%)

- An End-of-Unit Assignment will conclude each unit, summarizing its core concepts and issues. These assignments will be outlined at the beginning of each unit module and are

typically due at the end of the three-to-four-week period. Some assignments may require community engagement, so plan accordingly.

**ALL ASSIGNMENTS MUST BE TYPED INTO CANVAS FOR SUBMISSION.**

Assignments are not accepted via email or printed/in person.

4) Final Presentation (15%)

5) My Manifesto assignment + ePortfolio submission (15%)

## General Education Information

### **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.

## 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.

## How to Navigate to Canvas

### Institutional Policies

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

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](#)