

ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

Programmatic Student Learning Outcomes/Mission

The **Liberal Arts** program prepares graduates who will connect their lives as artists to a world of constant change with an historically informed and global perspective. Through the Liberal Arts curriculum, students receive the breadth of learning that forges links between reflective thought, creative endeavor, and ethical practice. Courses in the humanities, social sciences and sciences provide a foundation of creativity, an appreciation of other cultures and ways of living, communication skills, information literacy, and a love of learning. The Liberal Arts aims to create graduates who will thrive in their personal and professional lives.

Upon Completion of Liberal Arts, students should be able to:

- Assess themselves as individuals and global citizens (Visual Literacy, Global, Ethics, Problem Solver)
 - Evaluate history and the arts (Adept, Visual Literacy, Global)
 - Produce imaginative and innovative work. (Adept, Problem Solver)
 - Evaluate ideas critically to formulate their own conclusions.
 - Generate written work across various contexts (Problem Solver)
 - Create prepared, purposeful oral presentations (Problem Solver)
 - Apply quantitative reasoning to solve problems in practical situations (Adept, Problem Solver)
 - Develop a habit of reflection on prior learning to enhance their knowledge throughout their life-times (Ethics)
 - Analyze information and sources critically (Problem Solver)
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Course Title **History and Systems**

Course Code **HUM403**

Credit Hours 3 Semester

Contact Hours 3 Hours

Prerequisites HUM101, ENG201

Course Type Lecture

Instructor Anna Jensen

Email AJensen@brooks.edu

Term Start/End Date September 8 – December 18, 2015

Course Syllabus

Course Description

This course focuses on introducing students to an evolutionary history of basic assumptions involved in the aesthetic philosophical cultural and scientific inquiry. Western thought will be the main focus of study, with some Eastern viewpoints discussed as comparison. Particular emphasis will be placed on the arts and understanding the interrelation between history, aesthetics and politics from the Renaissance on to Modernism.

Learning Objectives Upon completion of this course the student should be able to:

Upon successfully completing this course, the student should be able to:

1. Identify significant artworks and texts from the Western tradition
2. Describe history's impact on changes in Western Culture since the Early Modern period.
3. Identify primary and secondary sources
4. Assess the credibility of evidence in primary and secondary sources
5. Explain culture, philosophy, art, and religion as an expression of a context in time and place
6. Summarize significant historical events within the Western Humanistic Tradition from the Renaissance through the 1920's.
7. Apply formal analysis to approach art, music, philosophy and literature within that tradition
8. Relate disciplines such as the social and physical sciences to cultural movements in arts and letters

Required Textbook(s): Matthews, Roy and Dewitt Platt. *The Western Humanities: Complete, 7th Edition*. McGraw-Hill, 2010. ASIN: 0910217114

OR

Matthews, Roy and Dewitt Platt. *The Western Humanities Volume 2, 6th Edition*. McGraw-Hill, 2010. ISBN-10: 0077438175 ISBN-13: 978-0077438173

AND

Frankenstein. Mary Shelley. Dover Publications; Third edition, 1994. ISBN-10: 0486282112 ISBN-13: 978-0486282114

Course Outline

Week 1

TBA

Week 2: Introduction to the Course; The Medieval Background; Begin Italian Early Renaissance

Reading: Chapter 11, Suggest Reading Chapter 10.

Week 3: End Italian Early Renaissance, Begin Italian High Renaissance

Quiz

Homework: One-Point Perspective Drawing Assignment.

Reading: Chapter 12.

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Week 4: End Italian High Renaissance, Early Italian Mannerism

Quiz

Homework: Read the excerpt from Machiavelli's *The Prince* and write a 2 page response paper.

Reading: Chapter 12, Excerpt from *The Prince*.

Week 5: Northern Renaissance

Quiz

Reading: Chapter 13, Excerpt from *Henry V*

Homework: Go online to find out about the Battle of Agincourt, and then read the excerpt from Shakespeare's *Henry V*. How does Shakespeare dramatize this historic event? Why has the St. Crispin's Day Speech (Act IV, Scene iii) been so influential?

Week 6: Luther's Reformation, Begin the Baroque

Quiz

Homework: Read the excerpt from Luther's "Disputation Regarding the Nature and Efficacy of Indulgences" and write a 2 page response paper.

Reading: Chapter 14, Luther's "Disputation Regarding the Nature and Efficacy of Indulgences"

Week 7: Baroque, continued

Quiz

Reading: Chapter 14.

Homework: Paper topic due, Baroque Music response paper

Week 8: Baroque Science and Political Thought

Quiz

Homework: Curiosity Cabinet , Honig reading response.

Reading: Chapter 15, Curiosity Cabinet excerpt, Honig on Still Life

Week 9: The Age of Reason

Quiz

Homework: Reading response to Duncan's

Reading: Chapter 16, Duncan's "Happy Mothers and Other New Ideas in French Art."

Week 10: Revolutions

Quiz

Homework: Mozart, Reading response to the *Declaration of Independence*

Bibliography for Research Paper

Reading: Start Chapter 17, *Declaration of Independence*

Week 11: Romanticism

Quiz

Homework: Read Mary Shelley's *Frankenstein* and write a 3 page analysis of the book within the context of Romanticism.

Reading: Start Chapter 18, *Frankenstein*

Week 12: The Bourgeoisie

Reading: Chapter 18, Dickens

Homework: Read the excerpt from *Oliver Twist* and write a 2 page response paper. Consider Dickens as an example of Realism and how his work differs from that in previous movements (such as Romanticism).

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Week 13: Modernity

Quiz

Homework: Museum Paper

Reading: Chapter 19, Sigmund Freud

Week 14: The Great War

Quiz

Homework: Research Paper Presentations

Week 15

Quiz

Homework: Research Paper Presentations

GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
Course Area	%	Percent	Letter	Numeric
		93–100	A	4.00
		90–92	A-	3.70
Class Participation	10%	87–89	B+	3.30
		83–86	B	3.00
Quizzes	45%	80–82	B-	2.70
		77–79	C+	2.30
Homework	45%	73–76	C	2.00
		70–72	C-	1.70
		67–69	D+	1.30
		60–66	D	1.00
Total	100%	0–59	F	0.00

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DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

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ACADEMIC INTEGRITY STATEMENT

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.
- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.
- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.
- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.
- **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization's standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:
 - Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
 - Brooks Institute will only use legally acquired software on our computers.
 - Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.
 - Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.
- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

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CREDIT ASCRIPTION ADDENDUM

HUM403History & Systems - 3 semester credit hours

Type: Lecture

Credit Ascription- The amount of hours spent outside of class and assignment alignment with Course Learning Objectives

Course Learning Objectives:

1. Identify significant artworks and texts from the Western tradition
2. Describe history's impact on changes in Western Culture since the Early Modern period.
3. Summarize the impact of colonization and global trade on the East in the modern period
4. ID primary & secondary sources; Assess evidence in primary and secondary sources
5. Explain culture, philosophy, art, and religion as an expression of a context in time & place
6. Summarize significant historical events within the Western Humanistic Tradition from the late Renaissance through the 1920's.
7. Apply formal analysis to approach art, music, philosophy and literature within that tradition
8. Relate disciplines such as the social & physical sciences to cultural movements in arts

The following indicates the **minimum** number of hours per assignment:

	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 2	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 3	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 4	Reading & Paper Outline; Library	10	1,2,3, 4,5, 6, 7, 8
Week 5	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 6	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 7	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 8	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 9	Reading and Still Life Project	10	1,2,3, 5, 6, 7, 8
Week 10	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 11	Reading & Quiz	5	1,2,3, 5, 6, 7, 8
Week 12	Reading, Quiz, Research Paper, library	12	1,2,3, 4,5, 6, 7, 8
Week 13	Reading, Quiz, Research Paper	8	1,2,3, 5, 6, 7, 8
Week 14	Reading, Quiz, Research Paper	8	1,2,3, 5, 6, 7, 8
Week 15	Reading, Quiz, Paper	8	1,2,3, 4,5, 6, 7, 8
Total		101	