

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)
-

Course Title: History and Systems Online

Course Code: HUM483 (Equivalent to HUM403)

Credit Hours 3 Semester

Contact Hours 3 Hours

Prerequisites HUM101, ENG201

Course Type Lecture

Instructor TBD

Email TBD

Telephone TBD

Term Start/End Date TBD

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 to Modernism.

Learning Objectives

Upon completion of this course the student should be able to:
Have a clear understanding of how the and ideology from the Renaissance on have shaped the present day in the West; an understanding of the aesthetic, social, and political history of Western Humanistic traditions from the Renaissance to the 20th Century. The ability to analyze and interpret, and historically contextualize works of art. An understanding of the interconnections and reactions between disciplines such as the social and physical sciences, historical epochs and cultural movements in arts & letters. The ability to write senior-level college essays, conduct efficient and accurate college-level research.

Required Textbook(s): *The Western Humanities, Vol. 2*, 6th Ed. By Matthews, Platt and Noble, ISBN: 978-0-07-313638-7

www.turnitin.com

We'll be using www.turnitin.com this term. This site checks originality, but it also maintains my grade book and is the place where you post discussions, and turn in all your work (no hard copies required).

Enroll yourself on www.turnitin.com and the course using this information:

Class ID number: 5310386

Course enrollment code: statue

Course Website: www.historysystems.weebly.com

(for links to documents and weekly assignments and basically everything!)

Course Outline

Week 1: The Renaissance

Watch documentary, *Michelangelo Revealed* and begin reading Chapter 13 of the textbook, *The Western Humanities* by Matthews and Platt.

Post to the discussion board on www.turnitin.com

Respond to Assignment #1

Week 2: The Late Renaissance

Read Martin Luther's "On the Power and Efficacy of Indulgences" [also known as the "95 Thesis"] and Queen Elizabeth's "Against the Spanish Armada":

Complete your reading of Chapter 13 and

Post to the discussion board on www.turnitin.com

Respond to Assignment #2

Week 3: The Baroque

Course Syllabus

Read *The Western Humanities* Chapter 14

Read the Duc of Saint Simon's personal diary selection, "The Court of Louis XIV";

Post to the discussion board on www.turnitin.com

Respond to Assignment #3

Week 4: Baroque

Read Scorcese and David LaChapelle on Caravaggio

Post to the discussion board on www.turnitin.com

Respond to Assignment #4

Week 5: The Scientific Revolution

Read Chapter 15 of *The Western Humanities*

Read selections from Thomas Hobbes' *Leviathan*

Post to the discussion board on www.turnitin.com

Respond to Assignment #5

Week 6: Neoclassicism and the French Revolution

Read Chapter 16 of *The Western Humanities*

Read selections from *Candide* by Voltaire & *Emile* Jean-Jacques Rousseau;

Post to the discussion board on www.turnitin.com

Respond to Assignment #6

Week 7: Midterm

Post to the discussion board on www.turnitin.com

Turn in your midterm exam to www.turnitin.com

Week 8: Revolution and Romanticism

Read Chapter 17 of *The Western Humanities*

Post to the discussion board on www.turnitin.com

Respond to Assignment #7

Week 9: Romanticism in Art and Philosophy, Literature and Music

Read Marie Antoinette's "Letter to Her Mother," "La Marseillaise," and Samuel Coleridge's "Kubla Khan"

Post to the discussion board on www.turnitin.com

Respond to Assignment #8

Week 10: Realism and the Revolutions of 1848

Read Chapter 18 of *The Western Humanities*;

Post to the discussion board on www.turnitin.com

Respond to Assignment #9

Week 11: Popular Fiction

Course Syllabus

Read "The Old Nurse's Story" by Elizabeth Gaskell
Post to the discussion board on www.turnitin.com
Write response to Assignment # 10

Week 12: Industrialism and Its Discontents

Watch *Triangle Fire* documentary online
Post to the discussion board on www.turnitin.com
Write response to Assignment #11 on *Triangle Fire*

Week 13: Early Modernism

Read Chapter 19 of *The Western Humanities*;
Post to the discussion board on www.turnitin.com
Write response to Assignment #12

Week 14: War Poets

Read "Air Warfare," "Dulce Et Decorum Est," and "In Flanders Fields"
Post to the discussion board on www.turnitin.com
Write response to Assignment #13

Week 15: Final

Post to the discussion board on www.turnitin.com
Write your final examination and upload it to www.turnitin.com

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		
		Percent	Letter	Numeric
Weekly Writing	40%	93–100	A	4.00
		90–92	A-	3.70
discussions	5%	87–89	B+	3.30
		83–86	B	3.00
Midterm	25%	80–82	B-	2.70
		77–79	C+	2.30

Course Syllabus

Final	25%	73–76	C	2.00
		70–72	C-	1.70
		67–69	D+	1.30
		60–66	D	1.00
Total August 16 th 2012	100%	0–59	F	0.00

Revision Date

Author

Anna Jensen

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 re-

Course Syllabus

flected 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.

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.

POLICY ON LATE WORK: Due to the nature of this class, no late work is accepted except in documented cases of illness, accommodations for disabilities, or family emergencies. You must notify me as soon as possible if you are encountering an emergency that is going to make you unable to turn your work in.

Course Syllabus

CREDIT ASCRIPTION ADDENDUM

HUM483 History and Systems - 3 semester credit hours

Type: Lecture (online)

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

Course Learning Objectives

1. Describe the ideology from the Renaissance on have shaped the present day in the West
2. Analyze aesthetic, social, and political history of Western Humanistic traditions from the Renaissance to the 20th Century
3. Describe the interconnections between disciplines such as the social and physical sciences, historical epochs and cultural movements in arts & letters.
4. Write senior-level college essays
5. Conduct college-level research

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

	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Read Chapter 13 of <i>The Western Humanities</i> ; Respond to Assignment #1	6	1-5
Week 2	Read Martin Luther's "On the Power and Efficacy of Indulgences" [also known as the "95 Thesis"] and Queen Elizabeth's "Against the Spanish Armada"; Respond to Assignment #2	5	1-5
Week 3	Read <i>The Western Humanities</i> Chapter 14 Read the Duc of Saint Simon's personal diary selection, "The Court of Louis XIV"; Respond to Assignment #3	6	1-5
Week 4	Read Scorsese and David LaChapelle on Caravaggio Respond to Assignment #4	3 6	1-5
Week 5	Read Chapter 15 of <i>The Western Humanities</i> Read selections from Thomas Hobbes' <i>Leviathan</i> ; Respond to Assignment #5	7	1-5
Week 6	Read Chapter 16 of <i>The Western Humanities</i> Read selections from <i>Candide</i> by Voltaire & <i>Emile</i> Jean-Jacques Rousseau; Respond to Assignment #6	7	1-5
Week 7	Write Midterm Examination essays	7	1-5
Week 8	Read Chapter 17 of <i>The Western Humanities</i> ; respond to Assignment #7	5	1-5
Week 9	Read Marie Antoinette's "Letter to Her Mother," "La Marseillaise," and Samuel Coleridge's "Kubla Khan"; write Response #8	5	1-5
Week 10	Read Chapter 18 of <i>The Western Humanities</i> ; respond to Assignment #9	4 and 2	1-5
Week 11	Write response to Assignment #10 on <i>Triangle Fire</i>	5	1-5
Week 12	Read "The Old Nurse's Story" by Elizabeth Gaskell; write response to Assignment # 11	5	1-5
Week 13	Read Chapter 19 of <i>The Western Humanities</i> ; Respond to Assignment #12	7	1-5

Course Syllabus

Week 14	Read "Air Warfare," " <i>Dulce Et Decorum Est</i> ," and "In Flanders Fields"; write response to Assignment #13	7	1-5
Week 15	Write response to Assignment #13	5	1-5
Total		92	