

## THE UNIVERSITY OF TEXAS AT DALLAS

### ***Course Information:***

HUMA 1301.007

Exploration of the Humanities

Fall 2016, MWF, 2-2:50

Classroom location JO 4.102

### ***Professor's Contact Information:***

Name: Dr. Shellie McCullough

Email address: smccullough@utdallas.edu

Office location JO 5.608F

Office Hours: 1-2 M

Teaching Assistant: Shabnum Iftikhar

Email: sxi152230@utdallas.edu

Office Hours: Mon 3-4

Office Location: JO 5.410D

**NOTE:** All matters associated with this course are subject to change at the Professor's discretion. Any changes will be communicated to students in writing.

***Course Prerequisites:*** None

### ***Course Description:***

HUMA 1301 - Exploration of the Humanities (3 semester hours) An introduction to the concept of cultural tradition through the study of selected works of literature, philosophy, music, and visual art. Emphasis on the relations among various forms of cultural expression and developing students' ability to interpret complex artistic works in their historical, cultural, and intellectual contexts. General education core course. (3-0) S

***HUMA 1301.009 Description:*** What does it mean to be human? What is human identity and how can it be identified? Through an exploration of texts beginning in the colonial period spanning up until modern times, this class will examine a variety of primary texts, adaptations and cinematic transformations that engage and challenge the definition of what it means to be human. This course will provide the student with an awareness of the cultural strengths and weaknesses of our changing cybernetic society. The student will study how the performing and creative arts, philosophy, psychology, religion and applied technological impact on the individual as well as society. In both a historical and individual context, the student will learn that the understanding of what it means to be human is an art which can help facilitate the development of one's full potential.

***General Education Core Objectives:*** Students who successfully complete this course will demonstrate competency in the following core objectives:

- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions in both their written response papers, but also their final analysis paper..
- **Communication skills** – Students will demonstrate effective written, oral and visual communication in both Test I and Test II.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities, by writing about social movements throughout history in their response papers.
- **Personal responsibility** - Students will demonstrate the ability to connect choices, actions and consequence to ethical decision-making.

***HUMA 1301.009 Course Objectives:*** Students will learn:

- **Critical thinking skills;** to examine and analyze a variety of works from the humanities, particularly those connected to literature and philosophy (assessed via the analysis paper)
- **Communication skills;** to apply and respond to works in the humanities as an example of human expression and aesthetic and philosophical principles (assessed via the required discussion boards and class participation)
- **Social responsibility;** to analyze and critically evaluate humanistic works in the context of culture and society (assessed via the analysis paper and Test I)
- **Personal responsibility;** to compare and contrast the works with each other in terms of personal ethics and values (assessed via the analysis paper and Test II)

***Required Textbooks and Materials:***

- 1). Margaret Edson, *Wit*, ISBN-10: 0-571-19877-5
- 2). Joseph Conrad, *Heart of Darkness*, ISBN-10: 0486264645
- 3.) Philip K. Dick, *Do Androids Dream of Electric Sheep?* **ISBN-10:** 0345404475

***Requirements and Assignments:***

- (20%) Test I and (20%) Test II
- (20%) Analysis paper
- (20%) Required Discussion Boards, response papers
- (20%) Class participation, attendance, Quizzes, etc

***Grading Policy:***

98 – 100 A+  
 93 – 97 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-  
Below 60 F

***UT Dallas Policies and Procedures:*** It is every student's responsibility to review UTD's policies and procedures, including academic integrity, attendance, copyright, disability services, email use, religious holy days, and withdrawal from class. See <http://go.utdallas.edu/syllabus-policies>.

*NOTE : Course syllabus, requirements, and calendar are subject to change at the discretion of the Professor.*

### ***Tentative Schedule***

#### **Week 1**

Mon Aug 22	Introduction and Course expectations
Wed Aug 24	Handout of Zoellner (posted on elearning)
Fri Aug 26	Petrie

#### **Week 2**

Mon Aug 29	<i>La Chute</i> , Camus
Wed Aug 31	Fitzhugh

**\*Sept 7 Census Day: Last day to drop without a "W"\***

Fri Sept 2	Garrison on slavery <b>*Response Paper 1 Due*</b>
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#### **Week 3**

Mon Sept 5	No Class
Wed Sept 7	Cont Heart of Darkness
Friday Sept 9	Cont Heart of Darkness

#### **Week 4**

Mon Sept 12	Begin in class: Apocalypse Now
Wed Sept 14	Apocalypse Now
Fri Sept 16	Apocalypse Now

## **Week 5**

Mon Sept 19	Apocalypse Now <b>*Response Paper 2 Due*</b>
Wed Sept 21	Apocalypse Now
Friday Sept 23	Discuss: Historical and Cultural Contexts of Technē: <i>Is Google Making Us Stupid?</i> And essays on technology by Stephen Hawking and Elon Musk.

## **Week 6**

Mon Sept 26	<b><i>Test I</i></b>
Wed Sept 28	Philip K Dick's <i>Do Androids Dream of Electric Sheep?</i>
Fri Sept 30	Philip K Dick's <i>Do Androids Dream of Electric Sheep?</i>

## **Week 7**

Mon Oct 3	Philip K Dick's <i>Do Androids Dream of Electric Sheep?</i>
Wed Oct 5	Watch: BladeRunner
Fri Oct 7	Watch: BladeRunner

## **Week 8**

Mon Oct 10	Finish BladeRunner <b>*Response Paper 3 Due*</b>
Wed Oct 12	Identity: William Faulkner's "Barn Burning"
Fri Oct 14	Watch The Long Hot Summer

## **Week 9**

Mon Oct 17	Watch The Long Hot Summer
Wed Oct 19	Watch The Long Hot Summer
Fri Oct 21	Poetry and Feminism: Margaret Atwood's "Helen of Troy Does Countertop Dancing," Robert Browning's "My Last Duchess," Andrew Marvell's "To His Coy Mistress"

## **Week 10**

Mon Oct 24	Watch: <i>Mad Max: Fury Road</i>
Wed Oct 26	Watch: <i>Mad Max: Fury Road</i>

Fri Oct 28 Watch: *Mad Max: Fury Road*

### **Week 11**

Mon Oct 31 Read: Lawrence Langer: Gendered Suffering\***Response Paper 4 Due\***

Wed Nov 2 Deborah Lipstadt "Denying the Holocaust"

Friday Nov 4 Holocaust Poetry

### **Week 12**

Mon Nov 7 Watch in class *Nuit et Brouillard*

Wed Nov 9 Margaret Edson's *Wit*

Fri Nov 11 Margaret Edson's *Wit*

### **Week 13**

Mon Nov 14 Margaret Edson's *Wit*

Wed Nov 16 Watch: *Wit*

Friday Nov 18 Watch *Wit*

Week 14 Watch *Wit* **\*Response Paper 5 Due\***

Nov21-27: **Thanksgiving and Fall break**

### **Week 14**

Mon Nov 28 Discuss Final Paper, go through examples together in class

Wed Nov 30 Conference Day

Fri Dec 2 Conference Day

### **Week 15**

**Mon Dec 5:** Conference Day

**Wed Dec 7: Last day of class TEST II; Due: Analysis Paper**

### **Assignments and Percentages**

Analysis Paper	20%	20
Response Papers/discussion boards	20%	20

Test I	20%	20
Test II	20%	20
Attendance, Participation, worksheets	20%	20
<b>Total</b>	<b>100%</b>	<b>100 points</b>

### **Brief Assignment Descriptions:**

#### **Response Papers**

Response Papers are 300-500 word focused arguments about a particular reading. You should write Response Papers as economically as possible, with no superfluous verbiage. You should establish your point from the beginning (i.e., in the first sentence) and support your claims with textual evidence.

Suggested strategies:

- Focus on a particular problem you see in the essay.
- Focus on an issue/point/claim you would like to defend, counter, or elaborate upon further.
- Understand the text as being "in dialogue" with another piece we have read, and write a mini-essay on how you think the essays "speak" to each other.

Think of these suggestions as merely guidelines. You will have some freedom to experiment with your responses. Your paper should be in MLA format, in 12 pt font, sans serif.

#### **Analysis Paper**

This essay will be 1200 words (3-5 pages) long. You may choose to write about any topic on any of the readings we have done thus far in the semester. This essay will have its beginnings in much the same place as your response papers. With that said, you must take this essay much further by proving and illustrating your analysis, and by making a convincing case for your topic with support from the text. No outside research is necessary for this essay. The format of MLA style is required.

#### **Course Policies**

**Attendance** – Because each class period consists of a mixture of class discussion, group work, and freewriting, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time - class starts promptly. Leaving early will count as an absence.

Each student is allowed two (2) missed classes, no questions asked. Save them for when you really need them. Each additional absence above the noted two will cause 10% to be deducted off your final grade

for the semester. Two(2) Tardies equals one absence.(So, coming in after I've taken roll means you are late. If you do that twice, you will accrue an absence.) **You are responsible for your attendance. You must make sure you sign the roll sheet and/or notify me if you arrive late and after I have taken roll.**

**Class Participation** – Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your blog posts, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make. Class participation should not be equated with merely “talking out loud in class,” or “speaking sans thought” simply because one thinks they are being graded. Participation is derived from informed reading of, and completion of, all prior assignments and readings for that particular day, and should not come about because a student is trying to “make up” for the fact that they did not do the reading and would like to speak without any knowledge of the textual assignment covered in class that day.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using the computers or other personal electronic devices for personal messaging, research, or entertainment.

#### *Student Responsibilities*

1. Attend class and be aware of announcements made in class.
2. Inform Instructor of late arrival immediately *after* class.
3. **Complete work early enough to seek help if needed**(in other words, do not e-mail me the night before( or hours before) the assignment is due and tell me you do not understand the prompt or you need help...the time for help should come prior to the last minute)
4. Be familiar with information in the syllabus, especially attendance, late work, and grading policies.
5. Take care of personal needs before and after class.

**Late Work – No late work will be accepted.** All drafts, including the final paper, must be submitted when and as required in order to successfully complete this course. **Do not e-mail me your work if you missed the turnitin.com deadline.** Part of your responsibility is to keep track of the deadlines for papers, take home tests, etc, as they are clearly listed on the syllabus. Assignments must be sent to Turnitin.com in Microsoft Word (.doc or .docx) format. **Assignments not meeting these basic technical specifications will not be accepted! No exceptions!** As is the case with any aspect of the course, the instructor can extend a deadline for extraordinary circumstances, **but no extensions will be granted without first contacting the instructor at least 48 hours prior to the due-date to make alternate arrangements.**

**Grading--** Grading can serve many purposes. Among them are: motivating students to do the work by providing feedback and rewarding effort, assessing how well students have done the work, and ranking students relative to each other.

I'm interested in what you have to say, and want you to put in the effort to develop interesting thoughts and express them well. I hope you will be motivated to learn enough material to have a solid basis upon

which you can develop your thoughts. If you need the prospect of a better grade to do the learning and thinking, fine. For various reasons, I have to grade to assess your work anyway (if I write letters of recommendation, for instance, I need some data on relative strengths and weaknesses, and effort expended). The grade distributions I give my courses are also monitored by the department and the University.

My bottom line: I want the grades I give to be a **FAIR** reflection of the effort you expended and learning you did in my class, and to give a rough indication of where you stand on those factors relative to others in the class.

**If you think your grade does not reflect your work:**

- First, please note that I grade **YOUR WORK**, not you.
- If you feel that the grade you received on your paper or exam does not correspond to the quality of work that you submitted, you may write an argumentative essay explaining **WHY** you think your work is better than the grade assigned to it. Please refer to the prompt, and make sure you followed the directions that were given to you.
  - Then resubmit the work in question with your explanation, and I will regrade it and get back to you.
  - Be sure to put your e-mail address on your explanation sheet, so that I can be in touch with you.
  - **Note that I reserve the right to lower your grade, if I feel that is warranted by closer examination**

**Common Courtesy** – fundamental to any social setting is basic consideration for others' needs.

Whether in the use of electronic devices, food and drink, or any other potential distraction, disruption of the learning community will not be tolerated.

- During class discussions all students must be respectful and considerate of each other. Students will talk one at a time and not shout over each other.
- No texting! Please, turn off or silence your phones before entering the class room.
- No laptops will be used unless for note taking. The instructor may ask students to shut down laptops in case of misuse during class time.

**Plagiarism**- especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Always cite your sources!

All work in this class must be completed on an individual basis. No recycled papers previously used/turned in to other classes will be allowed.

**Email Use**- All communication between the students and the instructor will be via U.T. Dallas e-mail address.

## **UT Dallas Syllabus Policies and Procedures**



**<http://coursebook.utdallas.edu/syllabus-policies/>**

**Decorum, Classroom Citizenship, and Extra-curricular matters:** All written work and class discussion for this course must employ gender-neutral, nonsexist language, and rhetorical constructions. Such practice is part of a classroom environment according full respect and opportunity to all participants by all others.

*These descriptions and timelines are subject to change at the discretion of the Professor.*