

WBU Logo 1

# **WAYLAND BAPTIST UNIVERSITY**

School of Language and Literature

Virtual Campus

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

## **SYLLABUS**

Wayland Baptist University Mission Statement:Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

Course Name:HUMA5300 The Humanities & Interdisciplinary Thought

Term and Year:Fall 1 2022

Full Name of Instructor:Dr. Kimberlee Mendoza

Catalog Description:An advanced-level overview of the humanities and practice in the principles of interdisciplinary thinking and research.

Prerequisite: None

### Required Textbook and Resources:

Hudson, Suzanne & Molly LeClair. (2003). *Thinking and Writing in the Humanities*, 1st Edition.

Wadsworth Publishing. ISBN: 978-0534621551

Jacobus, Martin. *The Humanities Through the Arts*, 10th Edition. McGraw Hill. 2019.

ISBN 978-1259916878

Course outcome competencies: Upon the conclusion of this course, students actively engaged in learning will be able to:

* 1. Demonstrate awareness of the scope and variety of the arts and humanities.
  2. Communicate how the humanities contributes to an understanding of society and culture in an historical, biblical, and social context.
  3. Articulate an informed personal response and critically analyze works in the arts and humanities.
  4. Express with confidence ideas, interpretations, and responses to the humanities.
  5. Analyze works, figures, and artists in religion, philosophy, literature, and the visual and performing arts in an interdisciplinary context.

Attendance Requirements: As stated in the Wayland Catalog, students enrolled at one of the

University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

Late Assignments:Late assignments receive a ***20% deduction*** for week they are late. Anything turned in after the due date will be considered late so avoiding procrastination is critical. Technological issues are not considered valid grounds for late assignment submission (should there be a technical issue, a print screen with time stamp may be provided).

## **Course Assignments**

### Reflection Journals

Students will journal each week on the reading, the lectures, and the art they encounter daily. This is not simply a regurgitation of the lecture and reading, but an analysis and emotional response to what they are learning and experiencing. Though this may be written in first person, it should exclude 2nd person “you” or “your.” It should still be written in academic tone and adhere to the rules of proper grammar and punctuation. They should a minimum of **two pages** and include concreate examples and citations. Students will be expected to use DAIJ (Describe, Analyze, Interpret, and Judge) throughout this course in all evaluations.

### Online Discussion

Students will be given a prompt each week and be expected to enter into the conversation regarding the lectures and reading. Students will click into the forum and write a response of 10-sentences or longer that answers a question or questions. Then they will respond to at least three people with *quality* responses. “Quality responses” are more than “I agree” or “I like what you said.” They must have meaning that adds to the conversation. Please use specific examples and citations in your posts. Your initial post must be written in Blackboard by **Friday at midnight** and your comments should be posted no later than Sunday at midnight. NO LATE DISCUSSIONS WILL BE ACCEPTED. All posts should still be written in academic tone and adhere to the rules of proper grammar and punctuation.

### Interdisciplinary Humanities Research Paper

Students will conduct in-depth research and write a paper (12-15 pages) integrating the various genres (minimum of three) within the humanities. Students should have a minimum of 12 quality sources and use the standard rules of grammar and punctuation. (The textbook, the Bible, literature texts, and/or historical texts may count as sources.) The research paper should include a strong thesis statement that supports an argument or comparison and a creative title. The research should explore the human experience through critical analysis and interpretation of themes found in creative expression demonstrated in the humanities. Students may use either MLA or Turabian to cite their sources.

### Paper Presentation

Students will create a Microsoft® PowerPoint® presentation on their research. The presentations should cover:

* The research they conducted and why
* Their argument and conclusion of their research
* Their personal response to the research and the humanities as a whole

The presentation must be 12-15-minute oral presentation accompanied by Microsoft® PowerPoint®. Students may either speak directly onto the PowerPoint® or they may film themselves with the PowerPoint®. If students choose to film themselves, they should dress for success, have good lighting and sound, and PowerPoint® should be clearly visible. PowerPoint® should be professional, include bulleted information, not walls of text, and have cited photos.

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| **Assignment** | **Points** |
| Reflection Journals (7x50) | 350 |
| Online Discussions (6x40) | 240 |
| Thesis, Outline, Bibliography | 110 |
| Research Paper | 200 |
| Presentation | 100 |
| TOTAL POINTS | 1,000 |

## **Course Schedule:**

### Week 1 – Introduction to the Humanities

### Reading: Jacobus Chapters 1-3

### Discussion: See instructions above. Questions for this week are: Why are the humanities important? Why should we study them at all? Do you think the humanities are going away? Why or why not? How do you define art? How do you define good art? (Be sure to use citations to back up your thoughts.) Then pose a question for others in the class to answer regarding your thoughts.

### Assignment: Journal (see instructions above). Complete your reading and watch the lecture, then explain your thoughts on how you would define art. What have you learned from the reading and the lecture? What art do you see in your home and community?

### Week 2 – Painting, Sculpture, & Architecture

### Reading: Jacobus Chapters 4-6

### Discussion: See instructions above. Questions for this week are: After reading the text and watching the lecture, evaluate Figure 4-9 in the text (under “elements of painting”). Be sure to use DAIJ as you do. Now compare that to Figure 4-11 using the same technique. Then pose a question for others in the class to answer.

### Assignment: Journal (see instructions above) Complete the reading and lecture, then comment on what you’ve learned, as well as the painting, sculpture, and architecture in your home and community. What do you see? Now, take a photo of a sculpture, building, or structure in your area, then evaluate it using DAIJ.

### Week 3 – Literature & Theatre

### Reading: Jacobus Chapters 7-8

### Discussion: See instructions above. Questions for this week are: Complete the reading and watch the lecture, then comment on what you’ve learned about theatre. Shakespeare said that “All the world is a stage,” do you agree with that statement or not? Explain. How is humanity reflected in both theatre and literature? (Be sure to cite.) Pose a question for others in the class to answer.

### Assignment: Journal (see instructions above) Pick one of the poems in the reading and analyze it. Look for literary devices, meaning, and incorporate DAIJ.

### Week 4 – Music & Dance

### Reading: Jacobus Chapters 9-10

### Discussion: See instructions above. Questions for this week are: Discuss the elements of music and what you’ve learned from the reading. Also, thinking back to the lecture, discuss how music influences individuals, society, and culture. Be sure to pose a question for others in the class to answer.

### Assignment: Journal (see instructions above) Complete the reading and watch the dance video link provided, then using DAIJ, evaluate the dancing.

### Week 5 – Photography, Film, TV, & Video Art

### Reading: Jacobus Chapters 11-13; Hudson Chapter 1

### Discussion: See instructions above. For this discussion, let’s talk about the power of photography, film, TV, and Video Art. How do these four things influence society? Or does society influence them? Explain. Give both positive and negative arguments to their influence. Give some concrete examples. Be sure to pose a question to your peers.

### Assignment: Journal (see instructions above) Watch a movie, then use DAIJ to evaluate the movie; Research Paper Thesis & Formal Outline Due

### Week 6 – Philosophy, History, & Religion

### Reading: Hudson Chapter 7

### Discussion: See instructions above. Up until now, the humanities have been artistic in nature, but this week, we look at the outliers. Consider your reading and this course so far, how do you suppose philosophy, history, and religion fall into the humanities? Please give a strong argument complete with citations to defend your answer. Also, be sure to pose a question for your peers to answer.

### Assignment: Journal (see instructions above) Discuss how philosophy, history, and religion influence your life personally. Give concrete examples; Annotated Bibliography Due

### Week 7 – Interdisciplinary Thinking

### Reading: Hudson Chapter 3-4; 8

### Discussion: See instructions above. This week, we look at interdisciplinary thinking and the language of the humanities. How do the various forms of the humanities intersect in daily life? For example, how might art be used in business? Could music influence medicine? Give concrete examples on how at least three or more humanities might show up in regular life and careers. Be specific, not generic. (Be sure to cite.) Pose a question for your peers.

### Assignment: Journal (see instructions above) Pick any topic you’d like, but then write how that topic incorporates history, art, and at least one more of the other humanities into it. This is a journal entry, so it is first person, not an essay, but a train of thought. The point is to see if you can show the cross over genres/disciplines; Research draft due (at least 6-pages)

### Week 8 \_ Humanities Presentations

### Reading: No Reading

### Discussion: What have you learned through this journey about the humanities and interdisciplinary thinking? What was your favorite genre and why? What was a favorite piece and why?

### Assignment: Interdisciplinary Research Paper and Presentation DUE

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Updated: KRM 3/10/21