



## 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.

**Course Name:** HUMA 2300 PL01 Survey of the Humanities

**Term and Year:** Spring 2026

**Full Name of Instructor:** Dr. Kimberlee Mendoza

**Office hours & location:** Gates Hall #212b or by appointment

**Classroom Time & Location:** Virtual email [mendozak@wbu.edu](mailto:mendozak@wbu.edu)

**Catalog Description:** An introductory course that explores the creative component of humankind in order to increase a student's awareness of culture and the appreciation of the humanities.

**Prerequisite:** None

**Required Textbook and Resources:** This course participates in WBU's Automatic eBook program. A digital copy of your textbook is provided for in Blackboard, and the cost of your textbook is charged to your student account.

- Potok, Chaim. (2003). *My Name is Asher Lev*. ISBN: 978-1400031047 (you will need to purchase this—do NOT get the wrong book by accident. It will not count)
- Sporre, D. J. (2015). *Perceiving the Arts*. 11<sup>th</sup> Edition. ISBN: 978-0205-99511-0

**Supplies:** A notebook or journal and pen and a way to take photos (phones are fine)

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

- Have developed an appreciation of the arts and how they pertain to culture.
- Have a basic understanding of painting, sculpture, architecture, dance, music, theatre, and literature.
- Be able to evaluate and critically interpret works of art and ideas from different cultures and eras.
- Be able to identify how the humanities can enhance one's own creativity.
- Be able to express with confidence his or her ideas, interpretations and responses to the humanities.
- Be able to discuss artistic expression through a biblical worldview.

## COURSE ASSIGNMENTS

### LECTURES & READING

The lectures are very important in this class. Do not ignore them. You will be lost if you do. For one, you won't know the expectations for every week without them. Be sure to do the reading too, as it supplements the rest. Also, you will want to start reading *My Name is Asher Lev* in Week 1, as it is not an easy read and you only have six weeks to read it.

## DISCUSSION JOURNAL

Students will have a discussion every week. The discussion journals must cover thoughts (*opinions*) about the **lecture** and the **art** you have been asked to experience that week. Your discussions will be graded on whether all elements were included. (Do not simply talk about your life. It must be relative to the class. Also, do not just tell me what I said. I know what I said, I want to know what *you think*.) It is encouraged that you apply what you are learning to God and the world around you. This is not simply a regurgitation of the lecture but a response to what students *feel* about what they are learning and how the material is affecting them. Then you will reply to at least three people's responses.

## PROJECTS

Every week, students will be expected to experience art and **complete a S.A.M. of the pieces**. Be sure to look at the week to know what the project is and the expectations.

### Week Topics:

WEEK 1: God, Humanities, & Culture

WEEK 2: Painting & Photography

WEEK 3: Sculpture & Architecture

WEEK 4: Music & Dance

WEEK5: Theatre & Film

WEEK 6: Literature, Television, & Video Games

WEEK 7: Everything Else

WEEK 8: The Humanities & Career

## WHAT IS S.A.M.? Surface (What you see?); Artist Analysis (What the artist is trying to communicate?)

Include research.\* What does it mean?); **Me** (How do I feel about it?)

\*NOTE: "A" should have some research included.

## POINTS MATRIX

<i>Assignment</i>	<i>Possible Points</i>
Discussion Journal (8x 50)	400
Projects (8x75)	600
Total Points	1,000

**Late Assignments:** Late assignments receive a **20% deduction for EACH 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).

**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:** 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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

## Course Schedule

Initial Discussion Posts are due Friday. Homework is due Sunday by midnight (Week 8 by Saturday.)

### WEEK 1—*God, Culture, & Art*

**Reading/Lecture:** God, Culture, & Art Video; Sporre Chapter 1; Start reading *Asher Lev*

**Discussion Journal:** Watch the lecture, then comment on the content. Share about your own personal culture and art that goes with your own personal culture by Friday (10 sentences or longer), then comment on three others by Sunday.

**Project:** Find a piece that is in your culture and S.A.M. it. Should be a minimum of 250 words, double-spaced, in a Word document, that includes a photo of the painting. The “A” should include research. Upload it to Blackboard by Sunday at midnight.

### WEEK 2—Painting & Photography

**Reading/Lecture:** Painting & Photography Video; Sporre Chapter 2

**Discussion/Journal:** Watch the lecture, then comment on the content. Also, share a photo that expresses your relationship with God and explain why by Friday, then comment on three others by Sunday.

**Project:** Should be a minimum of 250 words, double-spaced, in a Word document, that includes a photo of the painting. The “A” should include research. Upload it to Blackboard by Sunday midnight.

### WEEK 3—Architecture & Sculpture

**Reading/Lecture:** Architecture & Sculpture Video; Sporre Chapter 3 & 4

**Discussion Journal:** Watch the lecture, then comment on the content. Also walk around your work, school, city, or home and SAM the architecture by Friday, then comment on three others by Sunday.

**Project:** Find one sculpture in your community. Take a photo of it and then S.A.M. about it. Should be a minimum of 250 words, double-spaced, in a Word document, that includes a photo of the painting. The “A” should include research. Upload it to Blackboard by Sunday midnight.

### WEEK 4—Music & Dance

**Reading/Lecture:** Music & Dance Video; Sporre Chapter 5 & 9

**Discussion Journal:** Part one: Watch the lecture and *Laundry & Tosca*, and then discuss both. Part two: Also, click on a kind of music you typically don't listen to and discuss that. All by Friday. Comment on three others comments by Sunday.

**Project:** Look up a dancer, then S.A.M. their routine (be sure to include a website link). Should be a minimum of 250 words, double-spaced, in a Word document, that includes a photo of the painting. The “A” should include research. Upload it to Blackboard by Sunday midnight.

## WEEK 5—Film & Theatre

**Reading/Lecture:** Film & Theatre Video; Sporre Chapter 7-8

**Discussion Journal:** Watch the lecture, then comment on the content. Watch one of the movies on the list and then discuss it by Friday, then comment on three others by Sunday.

**Project:** Watch a play (a few links are included if you can't go see one) and should be a minimum of 250 words, double-spaced, in a Word document, that includes a photo of the painting. The "A" should include research. Upload it to Blackboard by Sunday at midnight.

## WEEK 6—Literature

**Reading/Lecture:** Literature Video; Sporre Chapter 6; Finish *Asher Lev*

**Discussion Journal:** Watch the lecture, then comment on the content. Write a question for other classmates by Friday, then comment on three others by Sunday.

**Project:** S.A.M. the book *Asher Lev*. Should be a minimum of 250 words, double-spaced, in a Word document, that includes a photo of the painting. The "A" should include research. Upload it to Blackboard Sunday by midnight.

## WEEK 7—Everything Else

**Reading/Lecture:** Everything Else Video; No Reading

**Discussion Journal:** Watch the lecture, then comment on the content. Think of yourself and the art that you do that falls into the "everything else" category and list it. Did I miss anything that you think should be included? Write all this by Friday, then comment on three others by Sunday.

**Project:** Pick something "else" from the lecture, and S.A.M. Should be a minimum of 250 words, double-spaced, in a Word document, that includes a photo of the painting. The "A" should include research. Upload it to Blackboard Sunday by midnight.

## WEEK 8—Human Expression—the Humanities & You

**Reading/Lecture:** No Reading or Lecture

**Discussion Journal:** Share your overall impression of the humanities. What was your favorite? What was your least favorite? What have you learned about the humanities? **MUST BE POSTED BY SATURDAY!** No responses needed.

**Project:** Write 750-1,000 word essay that explains how you will use the humanities in your career. Should include research cited in MLA or APA in a double-spaced Word document. Upload by SATURDAY. No late assignments accepted.

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 vice president of academic affairs 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.