HUMA 1302 Introduction to Humanities II Syllabus
Richland College

Instructor Information
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Course Information
Course Title: Introduction to Humanities II
Course Number: HUMA 1302
Section Number: 89448
Semester/Year: spring 2020
Credit Hours: 3
Class Meeting Time/Location: INET course
Certification Date: March 30, 2020
Last Day to Withdraw: May 1, 2020

Course Prerequisites
One of the following must be met: (1) Developmental Reading, or (2) English as a Second Language (ESOL) 0044, or (3) the Texas Success Initiative (TSI) Reading Standard.

Course Description
HUMA 1302 Introduction to Humanities II. This course is a stand-alone interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values
with an emphasis on the historical development of the individual and society and the need to create.
Coordinating Board Academic Approval Number 24.0103.51.12
HUMA 1302 is a Tier 2 course in the Humanity, Creativity, and the Aesthetic Experience learning category. “Knowledge and skills learned in Tier 1 are reinforced and applied. The Humanity, Creativity, and the Aesthetic Experience category focuses on the value of literature, philosophy, and the visual and performing arts. You will be able to critically analyze and form artistic judgments about the arts and humanities.” - Catalog of the Colleges of DCCCD

Student Learning Outcomes
Upon successful completion of this course, students will:
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Articulate how these works express the values of the individual and society within an historical and social context.
3. Articulate an informed personal response and critically analyze works in the arts and humanities.
4. Demonstrate knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences.
5. Demonstrate an awareness of the creative process and why humans create.

Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Required Course Materials**

Students do not need to buy a textbook for this course. All instructional materials are posted on eCampus and organized under eight (8) instructional modules.

**Graded Work**

The table below provides a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introduction Paper</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>8 @ 50 points each</td>
<td>400 points</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>4 @ 100 points each</td>
<td>400 points</td>
</tr>
<tr>
<td>Draft and Peer-Review Project</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Draft and Peer Review Master Paper</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>1 @ 75 points</td>
<td>75 points</td>
</tr>
<tr>
<td>Final Master Paper</td>
<td>1 @ 50 points</td>
<td>50 points</td>
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**TOTAL: 1,000 points**

**Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
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**Description of Graded Work**

**Student Introduction Paper** – Students will type a two-paragraph introduction of themselves for the instructor and classmates.

Paragraph 1: Students share their name, academic information, such as major or interests (it's ok to say that you are undecided right now on a major), sports participation, honors and achievements, foreign languages, travel, and anything you deem relevant or wish to share.
Paragraph 2: Students will describe their reasons for enrolling in this course, if they have any background in the Humanities or in the Islamic culture/religion/travel, and what they expect to take away from this course. The introduction must be posted under Discussion Boards/Student Introduction Paper. Please respond to two classmates with a short attentive and acknowledging reply. I will certify you as attending/participating in this course after I have received your introduction.

**Quizzes** – Students will take a quiz at the end of each of the eight (8) Modules. There are 10 questions @ 5 points each in each quiz. The questions are based on the content in each Module.

**Discussion Boards** – Students will respond to the four (4) Discussion Board questions. The response must demonstrate what the student has learned about the topic from the posted materials and other relevant sources. The Discussion Board should be free of spelling and grammatical errors; a one-page response is 3-5 paragraphs in length, with each paragraph containing 7 to 10 complete sentences. ADDITIONALLY, students MUST respond to any two of their classmates’ Discussion Board posts for the 4 Discussion Boards. (In other words, that’s 4 Discussion Boards and a total of 8 responses.) The response to two classmates must be academic, be based on instructional modules and not be a superficial comment.

**Master Paper** – There is not one standard template, but infact there are many ways in which students can create the master paper to demonstrate one topic that they have mastered in this course. Students will create a one-page document on a topic that they feel they have “mastered” (learned excellently) because of this course. The paper must be researched (minimum of 3 sources), fact-based and contain at least a color image (unless none exist on this topic). The document must include a title and the author’s (student’s) full name, which must be appropriately incorporated in the one-page. The bottom of the paper must include the resources. Students may decide how creatively they wish to make this document (MS Office, Apple Pages, Adobe Illustrator, etc.) The result must look like a published page of a scholarly journal. The one-page document must be Wow! – Intelligent to the mind, and beautiful to the eyes. All work must be in English. If Arabic is utilized in any form, then its translation and the source of translation must be clearly stated in the document itself. When a work of art or a literary phrase showcases calligraphic writing or cultural value in Arabic language or culture, for example, then translation – and relevance – of the written word(s) must be included in the paper.
Students will submit the Master Paper in two steps: First, a rough draft should be posted on eCampus for peer review by 2 classmates. Each student, in turn, will peer-review two classmate’s rough drafts. Second, each student will read the peer review of their own Master Paper, make improvements, and then submit the final Master Paper. All work must be submitted on eCampus.

Grading criteria: One-page length, focus and specificity, clarity, targeted and detailed research, factual accuracy, credible sources, organization, cohesiveness, and the “wow” factor.

**Project** – Students will create a PowerPoint project on a specific topic learned in this course. Students must choose a specific topic from the course. The presentation will be research based and must include images. The PowerPoint will be a total of 12 slides. The first slide must list the specific topic, and the student’s name and course/section number. The next ten slides must introduce, develop, and conclude the topic. The last slide must list all the resources that are used for the PowerPoint.

Students will submit the Project in two steps: First, a rough draft should be posted on eCampus for peer review by 2 classmates. Each student, in turn, will peer-review two classmate’s rough drafts. Second, each student will read the peer review of their own Project, make improvements, and then submit the final Project. All work must be submitted on eCampus.

Grading criteria: Specificity, clarity, targeted research and succinctness (not wordy), logic, development, and visual and literary interest. Please submit on eCampus.

**Attendance and Your Final Grade**
To be successful and to pass the course, students must consistently complete and submit the required course work in all the enrolled courses.

**Late Work Policy**
Please submit all work by the posted Due Dates. No late work will be accepted; please do not ask me to make any exceptions as it is unfair to all the other students who made the effort to follow the posted due date(s). The only circumstances under which students can make up work are due to Religious Observance Holiday(s), for which the student must get permission in advance. The professor reserves the right to change or amend the class schedule at any time during the semester as per circumstances.
Other Course Policies
Treat others as you would like to be treated.

Institutional Policies
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Richland Institutional Policies (http://www.richlandcollege.edu/syllabipolicies)

Course Schedule
There are eight (8) Modules in the course. Students will read the assigned readings, watch films, observe and study images, listen to music, take organized notes, make charts and lists, etc. on the following topics.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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</table>
|      | Introduction to the course and class | Readings:  
i. Islam in World Context  
Due: Student Introduction Paper  
Due: Respond to 2 classmates’ Student Introduction Papers |
|      | Module 1: Islamic History Learning Block #1: Introduction to Islamic Civilization | Readings, Films, Chart:  
i. The Birth of Islam (The Metropolitan Museum of Art)  
ii. The Development and Spread of Islam  
iii. History of Islam (Encyclopedia Britannica)  
iv. Islamic Dynasties (chart)  
v. Shia and Sunni  
vi. Ghadir Khumm  
vii. Five Great Islamic Empires  
ix. The Rise and fall of Islam’s Golden Age (film 3:41)  
x. The Ottoman Empire (film 9:44)  
xi. Suleiman: Leader of the Ottoman Empire (film 6:12)  
Due: Quiz 1 |
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<tr>
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</table>
|      | Module 2: Monotheistic/Abrahamic Traditions | Readings, Films:  
  i. Monotheism (film 4:53)  
  ii. Three Religions: One God  
  iii. Abrahamic Religions  
  iv. Differences and Similarities between the 3 Monotheistic Traditions (film 11:18)  
 Due: Quiz 2 |
|      | Module 3: Jerusalem  
  Learning Block #3: Jerusalem as a Holy and Contested city | Films:  
  i. Why Jerusalem Matters (film 3:29)  
  iii. Why is Jerusalem a Controversial capital? (film 1:48)  
  iv. How Israelis and Palestinians see Trump’s Jerusalem move (film 13:16)  
  v. Conflict in Israel and Palestine: Crash Course World History (film 12:53)  
 Due: Quiz 3  
 Due: Discussion Board 1  
 Due: Discussion with 2 classmates on the birth, expansion, dynastic decline, and contemporary Islam |
|      | Module 4: Islamic Culture (Values, Beliefs, and Behaviors)  
  Learning Block #4: The Five Pillars of Islam  
  Learning Block #5: The Six Articles of Faith  
  Learning Block #6: Modesty  
  Learning Block #7: Jinn  
  Learning Block #8: Camel, the ship of the desert | Readings, Films, Exhibition:  
  i. The Five Pillars of Islam (BBC)  
  ii. Adhan – Islamic call to prayer (film 3:25)  
  iii. The Fifth Pillar of Islam: The Hajj Pilgrimage (The British Museum) (multi-media exhibition)  
  iv. Mecca (National Geographic) (film 3:46)  
  v. The Six Articles of Faith (BBC)  
  vi. Modesty in Islam (arabnews.com)  
  vii. Women in Society (Pew Research Center)  
  viii. Jinn in Islam  
  ix. Camel (aramcoworld.com)  
 Due: Quiz 4  
 Due: Discussion Board 2 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
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<td>Due: Discussion with 2 classmates on Islamic culture.</td>
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<td>Module 5: Islamic City</td>
<td>Readings, Films:</td>
</tr>
</tbody>
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|      | Learning Block #9: Islamic City - Structural and Community Unity | i. What makes an Islamic City? (film 2:31)  
|      |                        | ii. An Introduction to Islamic City  
|      |                        | iii. The Islamic City (film 7:54)  
|      |                        | iv. Symbols in Islamic Architecture  
|      | Due: Quiz 5 | |
|      | Module 6: Islamic Arts and Architecture | Readings, Films: |
|      | Learning Block #10: Introduction to Islamic Arts | i. Islamic Art (film 32:16)  
|      | Learning Block #11: Introduction to Islamic Architecture | ii. What is Islamic Art?  
|      | Learning Block #12: Listen to examples of Arabic Music | iii. The Nature of Islamic Art (The Metropolitan Museum)  
|      |                        | iv. The Complex Geometry of Islamic Design (film 5:07)  
|      |                        | v. Islamic Architecture: Kaaba, Mosque, Alhambra Citadel, Topkapi Palace and Harem (film 1:22), Taj Mahal Mausoleum  
|      |                        | vi. Saudi’s Lavish Buildings Threaten to Overwhelm Mecca Site (film 10:04)  
|      |                        | vii. Architecture of the Shaikh Zayed Mosque, Abu Dhabi, UAE  
|      |                        | viii. Music of Umm Kulthum  
|      |                        | ix. Song by Abdel Halim Hafez (film 4:43)  
|      | Due: Quiz 6 | |
|      | Module 7: Gardens in the Islamic Tradition | Readings, Films: |
|      | Learning Block #13: Representations of Gardens in the Islamic Tradition | i. Carpets and Allusion to Paradise  
|      | Learning Block #14: Gardens in World Cultures | ii. Islamic Garden Architecture (film 1:51)  
|      |                        | iii. Gardens of Islam  
|      |                        | iv. Verses on gardens from the Quran  
|      |                        | v. Plants mentioned in the Quran  
|      |                        | vi. Alhambra Gardens  
|      |                        | vii. French and English gardens (film 4:39)  
|      |                        | viii. Japanese Zen Gardens  
<p>|      | Due: Quiz 7 | Due: Discussion Board 3 |</p>
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<thead>
<tr>
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<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Due: Discussion with 2 classmates on Islamic city, arts, architecture, and gardens.</td>
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</tbody>
</table>
|      | Learning Block #15: Introduction to Islamic Literatures and Philosophy | Due: Quiz 8  
Due: Discussion Board 4  
Due: Discussion with 2 classmates on Islamic Philosophy and Literatures  
Due: Draft and Peer Review Project  
Due: Project  
Due: Draft and Peer Review Master Paper  
Due: Master paper |