
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	Introduction to the Humanities
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Course Code	HUM101
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Credit Hours	3 Semester
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Contact Hours	3 Hours
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Prerequisites	None
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Course Type	Lecture
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Instructor	Anna Jensen
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Telephone	(805) 275-5313
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Term Start/End Date	September 8 – December 18, 2015
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Course Syllabus

Course Description This Course examines selected artworks, artists, writers, aesthetic theories, periods, and cultural preferences throughout history with the intent of developing an understanding and appreciation for the Humanities. Students will explore a variety of styles techniques, meanings, and purposes for art across various societies and time periods.

Learning Objectives

Upon completion of this course the student should be able to:

- Express an aesthetic position
- Identify works in the arts and humanities within selected historical and cultural frameworks of the 20th and 21st centuries
- Define the humanities as a field of inquiry and a tradition
- Analyze primary works in the arts and humanities to form a critical grasp of their contribution to the meaning of human experience
- Evaluate primary creative works using the aesthetic principles of the arts and humanities
- Define plagiarism
- Discriminate between a primary and a secondary source
- Use Brooks' CECybrary to retrieve relevant research in support of a position
- Recognize when research material is common knowledge or requires attribution
- Correctly use basic citation and formatting from the MLA

Required Textbook(s)

Sigmund Freud, *On Dreams* (any version that is not "excerpts")

W.E.B. DuBois, *The Souls of Black Folk* (any version OK)

Mine Okubo, *Citizen 13660* (Seattle, WA: University of Washington Press, 1983).

James Hoggan, *Climate Cover-Up: The Crusade to Deny Global Warming* (Berkeley, CA: Greystone Books, 2009).

Course Outline

Schedule

Readings due in class, detailed below. Those that are not in required books will be provided.

Week 1: Introduction: What are the Humanities, Developing Skills for College

Week 2-4: 20th-Century Dreams and Psychology

Skills: Crediting Ideas; Sentences & Paragraphs

2: Sigmund Freud, *On Dreams*, Chapters I to IV

3: Freud, Chapters V to XIII

4: Carl Jung, "The Analysis of Dreams" and "The Archetype in Dream Symbolism," in "Approaching the Unconscious"

Week 5-8: Segregation in America

Skills: Primary/Secondary Resources; Research Articles; Representing Others' Ideas

5: W.E.B. DuBois, *Souls of Black Folk*, "The Forethought" to "Of the Meaning of Progress"

6: "Of the Wings of Atlanta" to "Of the Black Belt"

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7: “Of the Quest for the Golden Fleece” to “Of the Faith of the Fathers”

8: “Of the Passing of the First-Born” to “The Afterthought”

Week 8.2-11: Japanese American Internment during World War II

Skills: Contextualization, Argument

8.2: No assignment. Lecture will set up next readings (**Class on Friday, June 28**)

9: Week Off (July 4 holiday)

10: Mine Okubo, *Citizen 13660*, entire

11: Elena Tajima Creef, “Beyond the Camera and between the Words”

Week 12-14: Environmentalism

Skills: Web Research, Evaluating Sources

12: James Hoggan, *Climate Cover-Up*, Preface to “Mangling the Language,” 1-72

13: “From Denial to Delay” to “Money Talks,” 118-189

14: “Whitewashing Coal” to “Saving the World,” 190-235

Week 15: Presentation of Projects

GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

Grade Weighting		Grading Scales		
		Percent	Letter	Numeric
Participation	Up to 5% extra	93–100	A	3.95–4.00
		90–92	A-	3.70–3.94
Skill-Building Exercises	20%	87–89	B+	3.30–3.69
		83–86	B	3.00–3.29
Short Exams	40%	80–82	B-	2.70–2.99
		77–79	C+	2.30–2.69
Art and Passage Analyses	20%	73–76	C	2.00–2.29
		70–72	C-	1.70–1.99
Final Exam	20%	67–69	D+	1.30–1.69
		60–66	D	1.00–1.29
Total	100%	0–59	F	Below 1.00

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Participation (Up to 5% extra points)

The course trains an active process of asking critical questions and developing informed positions. In order to cultivate this skill, it is important to establish a community of learning that develops and refines it. It is also important that each student enriches the community of learning by contributing ideas and perspectives and by taking time to listen to other students. This includes asking questions during lectures. There will also be discussions and small-group activities when you will be asked to help each other examine a passage in depth, develop a skill, or come up with example.

Those consistently and actively participating may receive up to 5 extra points, while those with significant but inconsistent participation may receive lower amounts, and those who rarely or never participate may receive no points. Note that the quality of the contribution matters, so that those who speak without critical thought or attentive listening may also receive few or no points.

Skill-Building Exercises (13, 10 count, 2% each)

During class, we will work through examples to learn skills that are important for college research and writing. The skills are listed in each section in the schedule. The exercises will be given in each class (except for the first and final week), and you are responsible for completing ten.

Short Exams (4, 10% each)

Each section has a short exam which tests the skills that you have been developing for the section and asks questions about the section's reading. They take place the week after the section (example: you will be tested on crediting ideas, writing sentences & paragraphs, Freud, and Jung on week 5).

Art and Passage Analyses (4, 5% each)

You will be given an example of art that relates to a passage from the section's readings. Then, you will have to use the aesthetic principles of the arts and humanities provided in lecture to answer a question about the art and passage while expressing an aesthetic position. The questions will be given in class, and you must *submit your answer to turnitin.com* by the Friday of the final week of the section (example, the analysis of art relating to a passage on DuBois is due on the Friday of week 8—June 28). See handout for instructions for turnitin.com.

Final Paper (20%)

The section on environmentalism will discuss how media coverage on television, newspapers, and web sources confuse and distract from the science of climate change. Similarly, you will analyze the coverage of a contemporary issue of your own choice that is discussed online.

Your final paper utilizes all of the skills that you have been developing in the course. You must discover at least two scholarly articles utilizing CECybrary, paraphrase their arguments on the latest scientific or academic truth of the issue, and properly credit the ideas. You must present a coherent argument about the way that a specific piece of online coverage distorts the truth with clear sentences and paragraphs (also properly crediting the ideas of the online sources). And, you must explain why the online coverage distorts the truth by contextualizing the distortion in contemporary dreams, fears, and social issues.

Due on turnitin.com Thursday, August 15. No late final papers accepted, so complete the assignment early!

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Author Brett Esaki

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 reflected 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.

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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.

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CREDIT ASCRIPTION ADDENDUM

HUM101 – Introduction to Humanities - 3 semester credit hours

Type: Lecture

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

Course Learning Objectives:

1. Express an aesthetic position
2. Identify works in arts and humanities within history and culture of the 20th and 21st cent.
3. Define the humanities as a field of inquiry and a tradition
4. Analyze works to form grasp of their contribution to the meaning of human experience
5. Evaluate primary creative works using the aesthetic principles of the arts and humanities
6. Define plagiarism
7. Discriminate between a primary and a secondary source
8. Use Brooks' CECybrary to retrieve relevant research in support of a position
9. Recognize when research material is common knowledge or requires attribution
10. Correctly use basic citation and formatting from the MLA

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

	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Start reading <i>On Dreams</i>	2	2-5
Week 2	Read <i>Dreams</i> , ch. I – IV	6	1-6, 9-10
Week 3	Read <i>Dreams</i> , ch. V – XIII	6	1-6, 9-10
Week 4	Read Jung excerpt Analysis, Prep Exam	8	1-6, 9-10
Week 5	Read <i>Souls</i> , selected chapters	6	1-7, 9-10
Week 6	Read <i>Souls</i> , selected chapters	6	1-10
Week 7	Read <i>Souls</i> , selected chapters	6	1-10
Week 8	Read <i>Souls</i> , selected chapters Analysis, Prep Exam	10	1-10
Week 9	Week Off, Begin Research	2	N/A
Week 10	Read <i>Citizen</i> , entire	6	1-5, 9-10
Week 11	Read "Beyond the Camera" Analysis, Prep Exam	8	1-5, 9-10
Week 12	Read <i>Climate Cover-Up</i> , 1-72 Decide on Research Topic	8	1-10
Week 13	Read <i>Climate Cover-Up</i> , 118-189	6	1-10
Week 14	Read <i>Climate Cover-Up</i> , 190-235 Analysis, Prep Exam	8	1-10
Week 15	Write Final Paper	6	1-10
Total		94	