



## **HUMA 1301.101H2**

### **Introduction to the Humanities I**

**Fall 2025**

**M,W9:30 – 10:50 PM, LRC257**

**Hybrid**

**Instructor:** Stacey M. Burleson; [sburleson@com.edu](mailto:sburleson@com.edu); 409-933-8317 or 409-933-8214.

**Student hours and location: (LRC, Suite B)**

MW: 8:00 am – 9:30 am

W: 3:00 – 4:00 pm (online office hour)

T,TH: 8:00 am – 12:00 pm

F: By appointment only

**Required Textbooks** *The Humanities: Culture, Continuity and Change*. Volume One, Editor Henry Sayre. Upper Saddle River: Pearson Prentice Hall, 2015. 4th Edition.

**Course Description:** This stand-alone course is an 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.

**Course requirements** (including description of any special projects or assignments): Exams, (weekly assignments, quizzes, discussions) these assignments are grouped under Professionalism, Web based project and oral presentation.

**Web-Based Project which will include various components including:**

- A research paper component.
- The paper will be the equivalent of 4-6 pages taking a humanities topic, defining it, and applying it to your life and career (current or future)

**OR**

- You can choose a piece of art, architecture, or sculpture and analyze it as well as discuss why the piece is still important or relevant to today.

## OR

Create an original project, such as replicate a building, piece of art, sculpture, replicate a Food dish, costume, weapon, etc. You can document your progress by either filming or creating a PowerPoint presentation of your project. In addition, you will include a 3-5 paper detailing the historical significance, importance of today, etc of your project.

Failure to follow instructions on the paper handout will result in a (0), on the paper component of the project. (CS1),(CS2),(CS3)

\*See handout for complete instructions

### WRITING AN ANALYTICAL PAPER – some tips and guidelines

A good humanities paper takes an analytical approach. This means that it must:

identify and clearly state a claim, state the reasons backing up that claim, and make a critical evaluation of this claim. All three aspects are essential for a good paper. The first thing you should do is identify the claim; it may be stated or implied.

Once the claim is identified and stated, and the author's reasons for it made clear, the claim must be critically evaluated. Some questions or things to consider:

Is the claim vague or ambiguous? If so, can it be restated in a clear and rigorous manner?

- Is the claim logical?
- Does it follow from the stated premises?
- Are those stated premises coherent and plausible?
- Does the claim rest on any unjustifiable assumptions?
- Is the claim consistent with other things the author claims?
- Does the author commit any fallacies in presenting his/her case? For instance, does he or she beg the question (assume or take as a premise something that should be proven first)?
- If he or she makes factual claims, are they actually true?

Each paper must have a Works Cited. Complete bibliographical details of each work must be given. The title, author, publisher (or journal title), date, place of publication (or Internet address), and page number(s) should be given. Use as many sources as you want from the Internet but see cautionary note below.

Whenever you quote a source, paraphrase it, refer to it, or use it to support or document a

claim, you must cite that source.

## **Internet Sources**

The internet is a great research tool; feel free to use it in doing research for your paper. However, Internet sources are not generally peer-reviewed or otherwise monitored for reliability, accuracy, or integrity. Therefore, use considerable caution when

Citing material from the Internet. Make sure that the source is worthwhile.

Use of Internet encyclopedias is discouraged. In addition, sources such as Wikipedia, while possibly useful to give you an overview of a subject, are not appropriate scholarly sources for an academic paper. The instructor reserves the right to determine whether a quoted source is appropriate or not. Check with the instructor if you have any questions about the appropriateness of Internet materials.

You must turn in photocopies of all internet source material used for your project. These can be submitted on your web page. I want the entire source, not just the url. You can post these sources to your webpage.

### **PowerPoint Presentation (Part of your Webpage)**

- PowerPoint slide show and corresponding oral presentation will be completed on your final research project.
- This will be a part of your final project and will be included in your web page.
- Complete guidelines will be listed in the learning module as well as under the handout section of the course.

### **A Field Trip is required – (Part of your Webpage)**

- A field trip or cultural experience is required on your own.
- Some exhibits worth seeing at local museums: These are the choices you have for field trips. Additional cultural experiences may be announced throughout the semester. If you want to attend someplace else, you **MUST** notify me via email for approval **BEFORE** you attend.
  - The Hall of Egyptology
  - The Morian Hall of Paleontology is worth a visit if you've never been.
  - The aforementioned exhibits are at the Museum of Natural Science. I will post a corporate coupon in Brightspace that will save you some

money if you want to see one of the exhibits. It is valid for as many people as you want to bring with you.

- The Museum of Fine Arts, Houston.
- The Menil Collection
- The art gallery at College of the Mainland.
- Failure to do so may result in a zero on your field trip observations.
- You must submit proof of your 'attendance on your webpage.' Your observation will not be accepted without proof of attendance. (PR), (SR)

### **Exams–**

- There will be three exams.
- The exams will consist of multiple choice, short answer, and essay.
- In addition, the exams will not be timed.
- You may use your textbook and any additional information from Brightspace for your exams.
- Exams will be administered on Brightspace.(CT)

### **Professionalism: (Work Based)**

Our class will reproduce in many ways a “real-world” work environment and students will be expected to participate professionally in the class. You should arrive on time, meet deadlines, and contribute meaningfully to class discussions. Professionalism also includes collaboration, willing participation in all class activities, and sincere effort to improve your own writing as well as work with others to engage in critical thought. In the real world, employees are assigned various tasks outside their core job duties as needed. To reflect this sort of real-world circumstance, all quiz grades, homework, and

daily work will be included in this category. Professional behavior is a cooperative endeavor that affects the entire class, but it will be tied to an individual grade.

Grades that are listed under professionalism will be listed as such in the assignment. (See details of assignments listed below that will be considered part of your professionalism grade)

### **Professionalism: (Class based)**

**Professionalism:** All students are required to be respectful of everyone in the classroom (professor included). The following actions will negatively impact the student's grade:

- Being consistently tardy or leaving early
- Walking in during presentations
- Using the cellphone during class
- Talking during lectures or presentations
- Using offensive language towards others
- Being unprepared for class
- Failure to sign in before class if you are a collegiate high school student
- Etc. (other unprofessional behaviors will be discussed in class)

### **Class participation**

- Active class participation is encouraged.
- If you have a question or comment, they are welcome.

### **Discussion Topics in Class**

- A large part of the learning process is done in collaboration with others- discussing the readings, brainstorming ideas about them, and listening to others.
- In this class, these activities are imperative to successful completion of the course.
- You must be present on the day the discussion is assigned and the day you present your discussion in order to receive credit for group discussion.
- Discussions will consist of a 10- minute group discussion paired with a PowerPoint presentation.
- There will be several group discussions throughout the semester.(CT)

Disclaimer: We will be addressing religion in ahistorical and comparative content. Religion is always a touchy subject. *This course aims neither to encourage nor to discourage any set of religious beliefs.* Its whole aim is to encourage critical reflection. This course does not oppose belief or unbelief of any sort. There is NO expectation that you will change your mind about any point of religious doctrine. It IS expected that you are willing to examine such doctrines rigorously and fairly.

### **Discussion Topics In Brightspace**

A large part of the learning process is done in collaboration with others- discussing the readings, brainstorming ideas about them, and listening to others. In this class, these activities are imperative to successful completion of the course.

Our online discussions will be a part of the important part of the classroom experience. Once each

week you will join a discussion on Brightspace's Discussion board. Most weeks you will be asked to respond to a question (or questions) or topic(s) that I post. You may always post a topic/question on the reading if you want to. The idea is to start or join a discussion on the week's topics. They will be worth 10 points each based on the rubric below:

| Objective/<br>Criteria | Failing                                                   | Minimal<br>Response                                                                                | Needs<br>Improvement                                                                                                     | Acceptable                                                                                                                   | Meets<br>Expectations                                                                                                     | Exceeds<br>Expectations                                                                                        |
|------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Content                | No posting<br>to original<br>question(s).<br><br>0 points | Discussed at<br>Surface<br>level;<br>Needs<br>more<br>depth;<br>Less than<br>150 words;<br>1 point | Somewhat<br>thoughtful;<br>subject given<br>appropriate<br>depth; posted<br>on time; less<br>than 150 words.<br>2 points | Thoughtful;<br>subject<br>given<br>appropriate<br>depth; no<br>examples;<br>posted on<br>time; 150-200<br>words.<br>3 points | Thoughtful and<br>insightful;<br>subject given<br>appropriate<br>depth; posted<br>on time; 150-<br>200 words.<br>4 points | Criteria for<br>"Meets<br>Expectations"<br>plus really<br>exceptional<br>posting with<br>examples.<br>5 points |
| Grammar<br>Mechanics   | 0 points                                                  | 0 points                                                                                           | Many<br>errors in<br>grammar<br>and<br>mechanics;<br>difficult to<br>understand<br>meaning.<br>0 points                  | Several errors<br>in grammar<br>and<br>mechanics;<br>not always<br>direct and<br>clear<br>communication<br>1 point           | 1 – 2 major<br>errors in<br>grammar or<br>mechanics;<br>direct and<br>fairly clear<br>communication<br>2 points           | No major<br>errors in<br>grammar or<br>mechanics;<br>clear<br>communication<br>3 points                        |
| Replies                | 0 points                                                  | No<br>replies 0<br>points                                                                          | 1 reply<br>1 point                                                                                                       | 2 replies late<br>1 point                                                                                                    | 2 replies on time<br>Minimal 1 point                                                                                      | 2 replies on<br>time; more<br>than "good"<br>gives some<br>explanation<br>or<br>commentary.<br>2 points        |

### Replies to Postings

- Your responses must be more than "I agree with you." If you want full credit for your response, your reply must have some substance. If you agree with a posting, **why** do you agree? If you disagree, **why**?
- When you respond to others, observe the rules of Netiquette—we don't have the advantage of body language and tone of voice to moderate our words. Since our replies can happen at the click of a

button and cannot be retracted, be polite even as you disagree with someone.

- Be aware of your audience and purpose (remember English 1301?)(SR)

**Discussion postings and replies are due by Wednesdays and Sundays, by 11:59 pm unless otherwise noted in the syllabus and weekly overview.**

### **Checkups or Weekly Quizzes**

- You will have weekly quizzes throughout the semester.
- Quizzes will consist of ten true/false questions about background information or the literary selections.
- Quizzes will not be timed.
- Quizzes must be completed on Brightspace.

**Quizzes are due by Wednesdays and Sundays, by 11:59 pm unless otherwise noted in the syllabus and weekly agenda.**

**Note:** There may be other assignments that I have not listed, but generally, these are the kinds of work we will do this term.

### **Detailed Grading Formula:**

A cumulative average for grading is used in this course. The breakdown of assignment and corresponding average is listed below. The maximum value a student can earn in the different assignments. Please be aware that I do not round up. For example, if you have an 89.3 in the course, you will earn a B.

|                                                                                                                                                      |          |      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|
| <b>Exams x 3:</b>                                                                                                                                    | 15% x 3= | 45%  |
| <b>Final Project (Webpage)</b><br>(This will be a combined score of all components required for the project: see the handout for various components) |          | 25%  |
| <b>Professionalism (in class)</b>                                                                                                                    | 10%      |      |
| <b>Professionalism</b> (Quizzes, discussion postings and other daily assignments):                                                                   |          | 20%  |
| <b>Total:</b>                                                                                                                                        |          | 100% |

### **Grade Scale**

A = 100 - 90

B = 89 - 80

C = 79 - 70

D = 69 - 60

F = 59 and below

You must complete all major assignments including the webpage and all exams in order to pass this class regardless of your final average.

**Tardiness Policy:**

Students are expected to complete work on time.

**Make-Up Policy:**

**No late work is accepted.** Deadlines are posted on the course syllabus. The State of Texas only accepts Military Service or Religious Holidays as excuses for missing a class, however since deadlines are presented in plenty of time, this does not excuse late work. Late work will receive a zero.

**Extra Credit:**

There will be no extra credit in the course. You may use your book and notes on quizzes and exams, therefore start earning the grade you want now.

**Attendance Policy:**

**Attendance Policy:** The Policy

Your attendance is vital and mandatory. Attendance will be taken at the beginning of class, and you are expected to arrive on time as set forth in the COM student handbook. Aside from military service and religious holidays, absences in college courses are not defined as being 'excused' or 'unexcused.'

How Absenteeism Will Affect Your Semester Grade

You are allowed to miss three (3) classes for the entire semester. After you have reached this limit, I will deduct one full letter grade from your semester average for each additional absence. For example, if your semester average is a 92 (A) and you have missed a total of four classes for the semester, your final semester average grade will be an 82 (B). If you miss a total of five classes for the semester, your final semester average grade will be a 72 (C).

As you can see, excessive absences can easily impact your semester average, so avoid skipping class and reserve these absences in case a personal issue arises.

### **Communicating with your instructor:**

All electronic communication with the instructor must be through your class in Brightspace. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

**General Education Core Objectives:** Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own and relate consequences to ethical decision- making.

| Student Learner Outcome                                                                                              | Maps to Core Objective                                     | Assessed via this Assignment |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------|
| Demonstrate awareness of the scope and variety of works in the arts and humanities.                                  | Critical Thinking Skills (CT)                              | Quizzes                      |
| Articulate how these works express the values of the individual and society within an historical and social context. | Social Responsibility (SR)<br>Personal Responsibility (PR) | Field Trip and Observation   |

|                                                                                                                           |                               |                               |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------|
| Articulate an informed personal response and critically analyze works in the arts and humanities.                         | Critical Thinking Skills (CT) | Discussions                   |
| Demonstrate knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences. | Critical Thinking Skills (CT) | Exams                         |
| Demonstrate an awareness of the creative process and why humans create.                                                   | Communication Skills          | Webpage and Oral Presentation |

**Academic Dishonesty:** Any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams or any other assignment– is an extremely serious offense and will result in a grade of zero on that assignment and the student will be referred to the Office of Student Conduct for the appropriate discipline action. Any additional occurrence after the first instance of academic dishonesty will result in failure of the course.

### **Plagiarism**

Writing your own exams and doing your own work is mandatory; submitting anyone else's writing or other work as your own constitutes fraud and is illegal. If you turn in a piece of writing which has been plagiarized from another writer (and this includes fellow students), you will receive a 0 (zero) for that assignment.

Possible referral to the Judicial Coordinator and other consequences are possible. College of the Mainland's definition of Academic Dishonesty and associated policies are available in the 2025-2026 Catalog or 2025-2026 Student Handbook in print form and online.

### **HUMANITIES DEPARTMENT POLICY STATEMENT: PLAGIARISM**

Plagiarism is a form of academic dishonesty. To plagiarize is to steal the words or ideas of another and pass them off as one's own. Two forms of plagiarism are common. In the first form, the writer incorporates published or otherwise recorded material without properly acknowledging its sources. In the second form, the writer submits work actually done by someone else. (The student who allows his or her work to be used by others is also guilty.)

Any student who plagiarizes will receive a grade of "0" on his or her plagiarized work and may, as a result, receive a failing grade in the course. Ignorance will not be an acceptable defense: all students are responsible for familiarizing themselves with the rules of documentation.

Violation of the Plagiarism Policy may result in a referral to the College of the Mainland Judicial Coordinator or further disciplinary actions as stated in the

currentStudentHandbook<<http://www.com.edu/student-services/student-handbook.php>>.

Note: All work submitted in College of the Mainland ENGL, HUMN or PHIL classes must conform to the documentation system established by the Modern Language Association (MLA). MLA documentation guidelines are distributed by your instructor, found in your textbook or on reserve in the library<<http://library.com.edu/>>. Documentation in SPCH classes is up to the individual instructor. It may be either MLA or APA style; check with your instructor and follow the appropriate system guidelines.

To document using the MLA system, you must provide an in-text parenthetical citation and a corresponding entry on a Works Cited page. "Source" may refer to published works (including material available from electronic/computer networks or databases), electronically broadcast programs, films, recordings, interviews, speeches, or lectures.

- You must document when you quote directly from another source.
- You must document when you paraphrase words from another source.
- You must document when you summarize ideas from another source.
- You must document when you use facts (statistics in a chart or graph, for example) or visual material from another source.

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Link(s) to resource(s) about ways to avoid plagiarism:

<http://en.writecheck.com/ways-to-avoid-plagiarism/>

## AI Tools

AI tools may be allowed under specific circumstances in this class. Whether or not these tools will be allowed for coursework will be indicated in the assignment. Further, the scope of such

use will be carefully delineated. The choice to employ such tools for your assignments is one your professors will make. Students are strongly advised to talk with the professor prior to using any AI tool for an assignment to determine what is allowed. Never assume that it is acceptable to generate your work using an AI tool and always document any tools you are given permission to use. When an assignment calls for original research, analysis, and discussion, this means that students must perform the work on their own, without the use of research tools, paraphrasing tools, or AI text generators. If an assignment clearly states that AI tools are not allowed, or a tool is used inappropriately, such use may result in a failing grade on the assignment and a potential referral to the Dean of Students for further disciplinary action.

**Concerns/Questions Statement:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Humanities Department Chair Brian Anderson at (409) 933-8186 or [banderson@com.edu](mailto:banderson@com.edu).

### **Tentative Schedule**

**Tentative and flexible schedule. This schedule is subject to change as I see fit. Since this is a hybrid course, you will have work due on Wednesdays and Sundays unless otherwise noted in the syllabus and weekly agenda.**

#### **Week One: October 13 – October 19**

To familiarize yourself with the “classroom” environment. To get to know your cyber classmates.

To read and understand the humanities and terms associated with the humanities.

#### **Wednesday, October 15, by 11:59 pm Discussion posting #1 – Introduction; Quiz #1 – The Syllabus**

Paleolithic cave art, megalithic architecture, creation myths, Neolithic mythology, Neolithic

myths with other familiar myths and stories, Neolithic mythology with familiar myths and stories.

Read Chapter 1 *The Rise of Culture: From Forest to Farm*

#### **By Sunday, October 19, by 11:59 pm discussion posting #2; Assignment #1; Quiz #2**

#### **Week Two: October 20 – October 26**

**Monday, October 20, I will be out. There will be no class. Work on your assignments for this week.**

Geography and climate on the development of Mesopotamian cultures, Mesopotamian sculpture,

significance of the Code of Hammurabi, Mesopotamian architecture, the Epic of Gilgamesh its form, characters, and themes, epic poetry, Hebrew law and religion. Egyptian civilization through its art, language, religion, and history, Egyptian architecture, sculpture, and religion, Amarna style art and other periods of Egyptian art.

Geography and climate on the development of Mesopotamian cultures, Mesopotamian sculpture,

significance of the Code of Hammurabi, Mesopotamian architecture, the Epic of Gilgamesh its

Chapter 2 *Mesopotamia: Power and Social Order in the Early Middle East*

**Discussion posting #3, Quiz #3 due by Wednesday, October 22, by 11:59 pm**

form, characters, and themes, epic poetry, Hebrew law and religion. Egyptian civilization through its art, language, religion, and history, Egyptian architecture, sculpture, and religion, Amarna style art and other periods of Egyptian art.

Chapter 2 *Mesopotamia: Power and Social Order in the Early Middle East*

Chapter 3 *The Stability of Ancient Egypt: Flood and Sun*

**Discussion posting #4, Quiz #4 due by Sunday, October 26, by 11:59 pm**

### **Week Three: October 27 – November 2**

Cycladic culture, the Minoans, the Mycenaeans, Homeric Epics, Linear A and Linear B, Themes

in The Iliad and The Odyssey, Pericles in the development of Athens, classes and features of the Athenian democracy, the Peloponnesian War, Classical sculpture versus Hellenistic sculpture, Classical architecture, Classical sculpture, Classical dramatists: Aeschylus, Sophocles, and Euripides, themes found in Classical drama, the philosophies of Plato and Aristotle, Socrates and the Sophists, views of

Plato and Aristotle in light of one's own beliefs.

**By Wednesday, October 29 by 11:59 pm, Discussion posting #5, Quiz #5**

Read Chapter 4 *The Aegean World and the Rise of Greece: Trade, War, and Victory*

Read Chapter 5 *Golden Age Athens and the Hellenic World: The School of Hellas*

**By Sunday, November 2, by 11:59 pm, Discussion posting #6, Quiz #6**

### **Week Four: November 3 – November 9**

Etruscan and Greek cultures on the development of Rome, history of Republican Rome, understand the founding myths of Rome, Virgil's Aeneid as a development of epic poetry and a founding myth, architecture for the Romans, "5 good emperors," understand important themes in Virgil's Aeneid, Pompeii.

The Great Wall of China, Shang Dynasty, Chinese symbols such as the dragon, the phoenix and the yin and yang, Daoism and Confucianism, Hinduism, Hinduism and the Caste system, Hinduism and Buddhism.

Read Chapter 6 *Rome: Urban Life and Imperial Majesty*

Read Chapter 7 *Other Empires: Urban Life and Imperial Majesty in China and India*

**Discussion posting #7, assignment #2, Quiz #7 by Wednesday, November 5, by 11:59 pm**

**Exam I Chapters 1-7 due by Sunday, November 9, by 11:59 pm**

### **Week Five: November 10 – November 16**

The decline of the Roman Empire, significance of Judaism on the development of Christianity, identify key events in Jewish history, distinguish the Jewish sects, significance of Jesus for Christians, significance of Rome on the development of Christianity, the influence of Constantine on Christianity, Christian architecture, Augustine and Boethius and Christian thought.

Read Chapter 8 *The Flowering of Christianity* in your textbook

**Discussion posting #8, Quiz #8, Assignment #3 by Wednesday, November 5, by 11:59 pm**

Key tenants on Islam, significance of Muhammad, principles of Islam, understand the basic divisions

and themes of the Quran, significance of Arabic for Islam, calligraphy in Islam, division between Shiite and Sunni Moslems, Umayyad dynasty in Spain, significance of Sufi Islam,

Sufism

Chapter 9 *The Rise and Spread of Islam*

**Discussion posting #9, Quiz #9, by Sunday, November 16, by 11:59 pm.**

**Week Six: November 17 – November 23**

Anglo-Saxon on the development of the English language, Anglo-Saxon feudalism, status of women in Anglo-Saxon culture, significance of *Beowulf*, evaluate themes and values of Anglo-Saxon culture, importance of the chivalric code, the *Song of Roland*, values of chivalry, the importance of Charlemagne, Carolingian Miniscule, dissolution of the Carolingian Empire, Hildegard of Bingen.

Read Chapter 10 *Fiefdom and Monastery, Pilgrimage and Crusade*

**Discussion posting #10, Quiz #10 by Wednesday, November 19, by 11:59 pm**

Elements of Gothic architecture, analyze stained glass, the architectural and artistic transitions that occurred during the period, musical advancements of the period, explain the establishment of the university system, the role of women during the period, scholasticism, Thomas Aquinas, recall key terms and their usages Read Chapter 12 *The Gothic Style* Developments in China, The Tang Dynasty, The Song Dynasty, Indian and Southeast Asian Civilizations, Buddhism, Hinduism, Japan, The Heian Period, The cultures of Africa, The cultures of Mesoamerica Read Chapter 11 *Centers of Culture*

**By Sunday, November 23, by 11:59 pm Discussion posting #11, Quiz #11**

**Exam II Chapters 8-10, 12**

**Week Seven: November 24 – November 30**

The Sienese and Florentine Republic, Byzantine Style of painting, Dante, the plague Florence and the Early Renaissance, rebirth of human consciousness, humanism, Medici court, Michelangelo's David

Read Chapter 13 *Siena and Florence in the Fourteenth Century*

Read Chapter 14 *Florence and the Early Renaissance*

**Discussion posting #12, Quiz #12 by Wednesday, November 26, by 11:59 pm**

**All research papers/projects due with Internet sources due between Wednesday, November 26, by 11:59 pm, however if you are not traveling for the Thanksgiving Holidays, you can have until Sunday, November 30, by 11:59 pm to submit your project. No late work will be accepted.**

**Thanksgiving Holidays, Thursday, November 27 – Sunday, November 30 (College Closed)**

**Week Eight: December 1 – December 3**

**(Be aware of new deadlines due to the end of the semester)**

The Papal court in Rome, The Medici papacies and tensions between the spiritual and the material worlds, Renaissance values in the arts, The difference between Renaissance Venice and Florence and Rome.

Commerce and the development of painting in Northern Europe, Marguerite de Navarre, the growth of commerce and the popular arts of Northern Europe, Traditions as the evolved in German art.

Read Chapter 15 *The High Renaissance in Rome and Venice: Papal Patronage* in your textbook.

Read Chapter 16 *The Renaissance in the North: Between Wealth and Want* in your textbook

**Exam III Chapters 11, 13-16 must be completed by Wednesday, December 3, by noon.**

**Three responses to your peers' projects are due by Wednesday, December 3, by noon.**

**Please be aware of this abbreviated week and new deadlines.**

## **Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact:  
Kimberly Lachney, Student Accessibility Services Coordinator Phone: 409-933-8919  
Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)  
Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of

doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

**Professor Policies and Guidelines****Grading:**

Grades will be submitted weekly. Be aware that bigger assignments, such the research projects, will take longer to grade. I will reply in-depth to at least two discussion postings throughout the semester, in addition to using the provided rubric. Remember to be patient in concern to grades. You have at least four days to submit work, so as a courtesy give me at least that to return work.

**Student Responsibilities:**

- Keep up with the assignments.
- Take full responsibility for your work and the successful completion of it.
- Allow enough time each week to complete the assignments. Set aside the hours you would spend in class plus 1 ½ to 3 hours for “homework” for this class (6-9 hours per week total).
- Be aware of others’ feelings. It is easy to react to a comment and send a reply quickly without thinking through the language and tone. In an online environment, responses are instantaneous, and we can’t take them back once they are sent.
- Participate fully in the discussions and dialogue in the class. The more you put into the class, the more you will get out of it.
- Check your course and announcements several times a week. Always try to check it by Sunday night so that you’ll be aware of any changes to assignments early in the week. I use the announcement function in Brightspace to communicate with you.

- Stay in touch with me and your classmates. Use email to ask questions if you are uncertain about an assignment. No question is too basic. Ask a couple of classmates to be your “buddies.”
- Be academically honest. Much of our learning during this course will be collaborative. You’ll discuss ideas together in the Discussions and email one another with questions/ideas/inspirations/gripes. This collaboration is crucial. However, you must, finally, do your own work. Students who submit plagiarized work are subject to the same penalties as those that apply to students in an on- campus course.

### **Instructor responsibilities:**

- I will do my best to help students understand the humanities
- I will return work to students in reasonable amount of time.
- I will consider students work in an unbiased fashion.
- I will check my email at least 5 days a week.
- I will return email or voicemail messages ASAP. My goal is 24 hours or less.
- I will post assignments or changes in the schedule in a timely manner.
- I will provide additional explanations for all assignments whenever you request them.

### **Format**

Any work that is submitted early through Brightspace without a proper extension: doc, docx, rtf will not be graded. Be sure to click on file, save as and choose an appropriate extension. Any work that cannot be opened will receive a 0 for the assignment. In addition, be sure to submit assignments through the appropriate place, such as discussions through discussion board, etc.

### **Statement of Purpose**

The power to describe and to influence others through writing will take the form of reading and analyzing the primary readings in the textbook, class discussions, and research. The knowledge gained about effective writing will be useful to students not only in the rest of their academic careers but also in their professional careers when they graduate. In addition, critical thinking is instrumental to a successful career outside of academia and this will be gained in this class through dealing with ethical issues and determining that there are instances of right and wrong behavior. Thus, this is a student learner class where the instructor guides the students through the material as well as helps the learners engage with the material.

## **Tutoring Center**

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Industrial Careers Building, Room 109, the center provides face-to-face and online tutoring sessions in a welcoming environment.

Appointments can be made in person, or on the center scheduler at [com.mywconline.com](http://com.mywconline.com), or by clicking the Tutoring center icon on the COM website.

## **Technical Outage Issues**

If you have a Brightspace issue, click on the sidebar on the left-hand side of the course. Fill out a support ticket. Educational Technology will determine if it is a Brightspace error. If it is a Brightspace error or server error and deemed as such, you will be allowed to make up a quiz. If not, you will not be allowed to make it up. Please do not email me to reset your quiz.

## **The GCIC Academic Symposium:**

COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. I am part of the committee responsible for this event and am therefore especially motivated to help you gain knowledge concerning it. Speak with me if you'd like to learn more and/or visit: <http://www.com.edu/symposium>. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. **This year, the symposium is on Friday, April 10, 2026. The abstract submission deadline is Thursday, Feb. 12, 2026, at 11:59 pm.**

## **Honors Contracts**

Honors Contracts are special projects that extend the work we do in class. They are for ambitious students who wish to deepen their knowledge and experiences of the practices and ideas related to this class. They require students to earn at least a B in class and approval from me since the Honors Contract will require the student and I to work closely together. Please speak with me if you are interested or have questions and visit this site for more information:

<https://www.com.edu/honorsprogram/>





