



SYLLABUS

HUMA 1303-P01
Introduction to Humanities
Righteous Discontent: A Legacy of Reconstructing Black Lives
Summer 2018

Instructor: Dione Sibley

Section # and CRN **Sec. P01** **CRN: 31341**

Office Location: Hilliard Hall 218

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Office Hours: TW 1-2pm

Mode of Instruction: Face to Face

Course Location: Hilliard 124

Class Days & Times: MTWR 10:30-12:50pm

Catalog Description: (3-0) Credit 3 semester hours. An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society. A special emphasis will be placed on culture, art, film, theater, religion, and literature.

Prerequisites: None

Co-requisites: None

Required Texts: *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander

ISBN-13: 978-1595586438

ISBN-10: 1595586431

Ten (10) Scantron sheets for quizzes

Additional readings and films are listed in the syllabus and can be accessed via internet services (ecourses, Amazon.com, IMB., etc..) or will be handouts.

Recommended Texts:

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Explain and demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.		Communication

2	Analyze and appropriately apply modes of expression, i.e. descriptive, expository, argumentative and narrative in written and oral communication.		Communication
3	Critically evaluate a variety of interdisciplinary texts and media, such as literature, film/television, art, music, visual arts		Critical Thinking
4	Apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.		Critical Thinking
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
6	Cite research correctly according to MLA format, both in the text and in the bibliography.		Personal Responsibility

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
Rhetorical Analysis (Essay 1)	15%	150
Critical Analysis (Essay 2) and	15%	150
Quizzes (10) and in-class group assignments	40%	400
Group Assignments (2)	20%	200
Oral Narrative Project	10%	100

Total:	100%	1,000 pts.
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Grading Criteria and Conversion:

A = 90 to 100%
 B = 80 to 89%
 C = 70 to 79%
 D = 60 to 69%
 F = 0 to 59%

Detailed Description of Major Assignments:

Grade Requirement

Essay 1(15%)

Description

In Essay 1, students will choose one of the *longer argumentative* articles from our syllabus and analyze it. Then, they are to explain and evaluate in detail the strategies the author uses to present his/her ideas. Students will discuss the following:

1. The rhetorical situation: purpose, audience, context, topic, and angle
2. Rhetorical proofs (ethos, pathos, logos)
3. Logical fallacies
4. After students identify and discuss the elements above, they are to explain why they believe the essay is effective/not effective (or elements of both) considering its purpose and audience. Students are expected to use MLA style of documentation.

Critical Analysis Essay 2 (15%)

Essay 2, or the critical response essay, requires students to develop an original argument on a topic by working through their agreements and disagreements with someone else's argument. The main source for this paper is the article that the student is responding to, but he or she should also reference at least two credible newspaper or news magazine sources (not a general reference source) that help develop the argument. All sources must be listed on a separate Works Cited page formatted according to MLA guidelines.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments will be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Instructor Policies

Submission of Assignments: All essays and prewriting assignments written outside of class (in-class essay exams will be executed during the class) must be submitted through Turnitin.com by the deadline posted within the system. Essays will be accepted late for four calendar days after the due date with a deduction of 5% from your essay grade for each day. After four calendar days have passed, your essay will not be accepted and you will receive a grade of zero on the assignment. Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions. Access to Turnitin.com is free. Create a new account or sign using an existing account at: http://www.turnitin.com/en_us/home. Use the following Class ID and Class Enrollment Password to enroll in the proper section of the course (and please note that the Class ID is unique to this section of HUMA 1303).

Class ID: **18223256** Class Enrollment Password: pvhuma

Online Requirement: Students are required to log-on to the e-Courses website regularly to get materials and extra information posted from the professor. It is strongly advised that you check periodically to keep abreast of discussions.

Exam and Quiz Policy: The final exam should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (see Student Handbook).

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in Rich Text Format (RTF). All essays must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines are in your textbook and online at: <http://owl.english.purdue.edu/owl/resource/747/01/>

*****NOTE:** All of your work for this course must be original. You are not allowed to submit papers that you or anyone else has submitted for any other course or any other previous or concurrent section of an English or Humanities course.

Semester Calendar

WEEK 1: COURSE INTRODUCTION- “Brother, Brother, Brother...there are far too many of you Dying”			
<p>M 06/04</p> <p>In Class: Introduction to HUMA 1303 and Essay #1</p> <p>Watch: <i>The Murder of Emmet Till</i>;</p>	<p>T 06/05</p> <p>Brent Staples “ Just Walk On By...” (ecourses)</p> <p>Discuss: McCall’s “My Rap Against Rap,” and Michael Eric Dyson’s “Gangsta Rap and American Culture” (ecourses)</p> <p>Last Day for Late Registration and Add Courses – Web Registration Closed</p>	<p>W 06/06</p> <p>Introduce: Langston Hughes “ “<i>The Negro Artist and the Racial Mountain</i>” (ecourses)</p> <p>Watch: Bleaching Black Culture</p>	<p>R 06/07</p> <p>Introduce Group Poetry Assignment and Assign group presentations</p> <p>Last Day to Withdraw from Course(s) without Academic Record</p> <p>Read and discuss: Excerpt from Frederick Douglass’s <i>Narrative</i> (ecourses);</p> <p>https://luxury.rehabs.com/the-racist-history-of-cocaine/</p> <p>https://www.brookings.edu/articles/an-american-tragedy-the-legacy-of-slavery-lingers-in-our-cities-ghettos/</p>
WEEK 2: Harlem’s Niggerati and Major Key: The Intersectionality of Music and the Struggle			
<p>M 06/11</p> <p>Read and discuss: Excerpt from Frederick Douglass’s <i>Narrative</i> (ecourses);</p> <p>Read- Kate Chopin’s “<i>Désirée’s Baby</i>” (and on ecourses)</p>	<p>T 06/12</p> <p>Read and discuss poems by Claude McKay, Countee Cullen, and Langston Hughes</p> <p>The Music of the Harlem Renaissance: Watch- <i>Wild Women Don’t Have the Blues</i></p> <p>Watch documentary on Stephanie St. Clair (1886-1969)-Mob Queen and Black Activist</p> <p>Prepare Group Presentations</p>	<p>W 06/13</p> <p>Discuss: Hurston’s “The Gilded Six-bits” (ecourses)</p> <p>Prepare Group Presentations</p>	<p>R 06/14</p> <p>Group Presentations on the Poetry of the Harlem Renaissance</p> <p>Watch the movie “The Gilded Six Bits”</p> <p>Discuss: Sojourner Truth’s “Ain’t I A Woman?” (Both Speeches)</p> <p>Field Trip- <i>The Free State of Jones</i></p>

WEEK 3: 🎵 “For a Small Piece of Paper, it Carries a lot of Weight:” 🎵 **The Politics of Economics**

<p>M 06/18 Discuss: Kareem Abdul Jabar’s ”The Coming Race War Won’t Be About Race” http://time.com/3132635/ferguson-coming-race-war-class-warfare/</p> <p>Watch: Chasing Heroin https://video.search.yahoo.com/yhs/search?fr=yhs-btbar-002&hsimp=yhs-002&hspart=btbar&p=Chasing+Heroin#id=10&vid=debc38dbcb6b73255dc2d543a154fc1b&action=view</p>	<p>T 06/19 The black-white economic divide in 5 charts by Tami Luhby http://money.cnn.com/2015/11/24/news/economy/blacks-whites-inequality/ and</p> <p>“History of economic exploitation still hinders black Americans” by David Horsey http://www.latimes.com/opinion/topoftheticket/la-na-tt-history-hinders-black-americans-20140908-story.html</p> <p>Watch: <i>Walmart: The High of Low Prices</i></p>	<p>W 06/20 “Understanding Poverty in the United States: Poverty USA” by Robert Rector and Rachel Sheffield http://www.heritage.org/research/reports/2011/09/understanding-poverty-in-the-united-states-surprising-facts-about-americas-poor</p> <p>Watch: <i>Black Wall Street-Tulsa, Oklahoma</i></p>	<p>R 06/21 Michelle Alexander’s <i>The New Jim Crow-Ch. 1</i></p> <p>In-class group assignments</p> <p>Watch: Fixing the System: An Interview with President Obama on Prison Reform https://www.vice.com/en-us/article/bnpyev/fixing-the-system-0000760-v22n10</p>
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Week 4: We Slay: Deconstructing Black Female Participation in the Struggle for Freedom and Civil Rights			
M 06/25 Discuss: Sojourner Truth's "Ain't I A Woman?" and The Priceless Impact Harriet Tubman Will Have as the Face of the \$20 Bill http://www.smitsonianmag.com/smithsonian-institution/priceless-impact-harriet-tubman-will-have-face-20-bill-180958886/	T 06/26 Discuss: Ida B. Wells "Lynch Law in America" http://www.blackpast.org/1900-ida-b-wells-lynch-law-america and Read Wells' "The Red Record"	W 06/27 Discuss: Angelou's "Still I Rise" p. 1075 and Phenomenal Woman (ecourses) Bell hook's "Appearance Obsession" (ecourses) Jennifer McLune's "Hip Hop's Betrayal of Black Women" (ecourses)	R 06/28 Read Assata Shakur's "For My People" http://www.thetalkingdrum.com/tmp.html Discuss: Alice Walker's "Everyday Use" https://www.deanza.edu/faculty/leonardamy/Everyday%20Use.pdf (and on ecourses)
Week 5: The Supernatural vs. The Super Highway: Has the Internet Impacted the African American's Tenuous Ties to the Black Church?			
M 07/02 "The African-American Church: Past, Present, and Future" By Dr. Carl Ellis, Jr. http://www.christianitytoday.com/edstetzer/2013/july/african-american-church-in-america-past-present-and-future.html and The Black Church: From Prophecy to Prosperity by Anthea Butler https://www.dissentmagazine.org/article/the-black-church-from-prophecy-to-prosperity	T 07/03 Discuss "What Young Black Women Need from Black Brothers and the Church" http://www.christianitytoday.com/women/2017/july/what-young-black-women-need-from-black-brothers-and-church.html "Call and Response on the State of the Black Church" by Samuel G. Freedman http://www.nytimes.com/2010/04/17/us/17religion.html Class Presentations	W 07/04 Class Presentations	R 07/05 Last Class Day Class Presentations 8/11- Final Exams 8/12- Commencement 8/15- Final Grades Due via Panthertracks

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders,

livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such

disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. In this class, you are allowed three unexcused absences. Your fourth unexcused absence, and each one beyond that, will result in a 3-point deduction from your final grade. **While an email notifying me of an absence is a kind gesture, excused absences require documentation from an appropriate university official. If you miss class due to a legitimate emergency, you may take documentation to the third floor of Evans Hall and apply for an excused absence from the Office of Student Affairs.**

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email

- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.