

# HUMN500

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** HUMN500 **Title :** Humanities: Research, Study and Use

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This is the first course in the graduate humanities program. It is designed to introduce the student to the theory, concept, and general approach to a program of study centered on civilization's great works, authors, and ideas. Course topics include how to approach study of the great works, authors, and ideas; a philosophy grounded in the classical/liberal tradition; and the university and curricular concepts centered on the great ideas. Students are expected to use this course to orient themselves for the remainder of the graduate humanities curriculum, prepare for a life of focused and purposeful study based on fundamental concepts and a particular modus of thought and reflection, and apply themselves within a general framework of knowledge acquisition and application. Readings for this course include Adler and Van Doren's *How to Read a Book: The Classic Guide to Intelligent Reading*.

### Course Scope:

Students will use this course to orient themselves for the remainder of the graduate humanities curriculum, prepare for focused and purposeful study based on fundamental concepts and a syntopical method of reading, critical thought and reflection, and apply themselves within a general framework of knowledge acquisition and application.

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## Objectives

- Develop active, syntopical reading skills required of graduate study.
  - Formulate a definition of the Great Books tradition.
  - Evaluate the significance of reading/studying the great works, authors, and ideas.
  - Critique selected texts of the Great Books canon.
  - Assess the history of and critical debate over the Great Books tradition.
  - Produce an interdisciplinary research paper of publishable length and quality that demonstrates an ability to read, think, and write critically at the graduate level.
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## Outline

## Week 1: The Humanities, the Great Books, and the Great Conversation.

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### Learning Outcomes

**Objectives:** Students will begin to formulate a definition of the Great Books tradition and evaluate the significance of reading/studying the great works, authors, and ideas.

### Required Readings

In Adler and Van Doren, read the Preface, pp. 1-55.

See too the video presentation of "Humanities in the Digital Age" by Professor Gregory Crane at: [http://www.youtube.com/watch?v=8GYF0tGeD0&list=PLf88DEN\\_uTBFCtsantdZQ5YUgcoekZszx&index=4](http://www.youtube.com/watch?v=8GYF0tGeD0&list=PLf88DEN_uTBFCtsantdZQ5YUgcoekZszx&index=4)

### Assignments

1. Respond to Week 1 Forum.
2. Read the short article from *Forbes* detailing the monetary benefits of a Humanities degree: <http://www.forbes.com/sites/jeffreydorfman/2014/11/20/surprise-humanities-degrees-provide-great-return-on-investment/>

## Week 2: Delving Deeper

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### Learning Outcomes

**Objectives:** Students will begin to develop active, syntopical reading skills required of graduate study.

### Readings

Read "The Role of Interdisciplinary Studies" by William H. Newell: <http://webshare.northseattle.edu/IS/readings/The%20Role%20of%20Interdisciplinary%20Studies%20in%20>

In Adler and Van Doren, skim pp. 56-184 but read Chapters 10 and 11 closely

### Assignments

1. Respond to Week 1 Forum.
2. Read the short article from *Forbes* detailing the monetary benefits of a Humanities degree:

<http://www.forbes.com/sites/jeffreydorfman/2014/11/20/surprise-humanities-degrees-provide-great-return-on-investment/>

### Recommended Media

## Week 3: Fourth Level of Reading: Syntopical

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### Learning Outcomes

**Objectives:** Students will develop active, syntopical reading skills required of graduate study.

### Required Readings

In Adler and Van Doren, read pp. 301- 33

Read "Evaluating Information" at the following site: [http://www.csuchico.edu/lins/handouts/eval\\_websites.pdf](http://www.csuchico.edu/lins/handouts/eval_websites.pdf)

## Assignments

1. Respond to Week 3 Forum.

### **Week 4: Studying Different Types of Humane Letters: Literature**

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#### Learning Outcomes

**Objectives:** Students will assess the history of and critical debate over the Great Books tradition.

#### Required Readings

In Adler and Van Doren, read pgs. 198-228. You might also review the list of “Great Books” on pp. 350-62 or on <http://holtz.org/Library/Reference/Great%20Books%20Index.htm>

#### Assignments

1. Respond to Week 4 Forum
2. Submit review of Two Sources

### **Week 5: Studying Different Types of Humane Letters: Philosophy**

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#### Learning Outcomes

**Objectives :** Students will critique selected texts of the Great Books canon and assess the history of and critical debate over the Great Books tradition.

#### Required Readings

In Adler and Van Doren, read pgs. 264- 288.

#### Assignments

1. Respond to Week 5 Forum.

### **Week 6: Studying Different Types of Humane Letters: History, Science and Math, and Social Science**

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#### Learning Outcomes

**Objectives:** Students will critique selected texts of the Great Books canon and assess the history of and critical debate over the Great Books tradition.

#### Required Readings

In Adler and Van Doren, read pgs. 229- 263; 289-300

#### Assignments

1. Respond to Week 6 Forum.
2. Submit Annotated Bibliography.

### **Week 7: Building the Research Paper, Part 1**

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#### Learning Outcomes

**Objectives:** Students will evaluate the significance of reading/studying the great works, authors, and ideas and will begin to produce an interdisciplinary research paper of publishable length and quality that demonstrates an ability to read, think, and write critically at the graduate level.

#### Required Readings

Read Adler's "Great Books, Democracy, and Truth".

Educational Studies 19.3/4 (1988): 290:

#### Assignments

1. Respond to Week 7 Forum.
2. Submit Research Paper Abstract

### **Week 8: Building the Research Paper, Part 2**

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#### Learning Outcomes

**Objectives:** Students will evaluate the significance of reading/studying the great works, authors, and ideas and will begin to produce an interdisciplinary research paper of publishable length and quality that demonstrates an ability to read, think, and write critically at the graduate level.

#### Required Readings

In Adler and Van Doren, read pgs. 328- 336.

#### Assignments

1. Respond to Week 8 Forum.
  2. Submit the Research Paper
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## **Evaluation**

### **Grading:**

<b>Name</b>	<b>Grade %</b>
Forums	40.00 %
Introduction Forum	4.44 %
Week 1 Forum	4.44 %
Week 2 Forum	4.44 %
Week 3 Forum	4.44 %
Week 4 Forum	4.44 %
Week 5 Forum	4.44 %
Week 6 Forum	4.44 %
Week 7 Forum	4.44 %
Week 8 Forum	4.44 %
Final Project Components	30.00 %
Week 4: Review of Secondary Sources	10.00 %
Week 6: Annotated Bibliography	10.00 %
Week 7: Final Project Abstract	10.00 %
Final Project	30.00 %
Week 8: Final Project	30.00 %

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## Materials

**Book Title:** How to Read a Book

**Author:** Adler, Mortimer

**Publication Info:** Simon & Schuster Adult Publishing Group, 1972

**ISBN:** 9780671212094

Bloom, Harold. "The Democratic Age" and "The Chaotic Age". From *The Western Canon: The Books and School of the Age*. New York: Riverhead Books, 1994. "[The Democratic Age" and "The Chaotic Age".docx](#)

HUMN500 Course Guide: [http://apus.campusguides.com/content.php?pid=199022&search\\_terms=humn500](http://apus.campusguides.com/content.php?pid=199022&search_terms=humn500)

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## Course Guidelines

### Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

### Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

#### School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

### Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

### **Academic Dishonesty**

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

### **Submission Guidelines**

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

### **Disclaimer Statement**

- Course content may vary from the outline to meet the needs of a particular group or class.

### **Communicating on the Forum**

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

### **Quizzes and Exams**

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

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## **University Policies**

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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