UVU UTAH VALLEY UNIVERSITY™

HUM 1010: Humanities through the Arts

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: HUM
Course Title: Humanities through the Arts

Year: 2025
Course and Section #: 1010 X03
Credits: 3

Course Description

Studies the media and compositional elements of the various art forms (literature, music, visual arts, theater, film, dance, and architecture), for greater understanding and enjoyment. Teaches how to interpret artistic meaning by analyzing artworks formally as well as in their historical contexts, such as the predominant subject matters and styles of their period. Encourages students to integrate the arts into their daily lives habitually, so that they become lifelong learners and educators.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Samuel Y. Liang

Student Learning Outcomes

1. Identify the major art forms and the materials of which they are constructed.
2. Explain the ways in which artists use the elements of artistic media and composition to communicate to others. Recognize the elements of aesthetic composition and apply this knowledge to interpret the meaning of art.
3. Recognize and interpret the contextual elements of artistic creation. Recognize the time periods in which works of art were created, as well as the style of many major artists. Integrate textual and contextual ways of reading across the arts.
4. Demonstrate a greater command of intellectual and practical skills including written and oral communication, qualitative reasoning (while employing all the senses), and information literacy.

Course Materials and Texts

Reality through the Arts by Dennis J. Sporre (8th edition, Pearson)
ISBN-10: 0205858228
ISBN-13: 978-0205858224

Course Requirements

Course Assignments, Assessments, and Grading Policy
Grading and Late Work Statement
Grading Scale:
The following grading standards will be used in this class:

A	=	100-93%	B-	=	82-80%	D+	=	69-67%
A-	=	92-90%	C+	=	79-77%	D	=	66-63%
B+	=	89-87%	C	=	76-73%	D-	=	62-60%
B	=	86-83%	C-	=	72-70%	E	</=	59%

Assignment Categories [e.g., Assignments - 10%, Exams - 25%, …]

Activity	Percentage
Assessments	40%
Assignments	35%
Term Paper	25%

Late Work Statement:
Late assignments will be accepted up to 72 hours following the due date. After 72 hours past the due date, assignments will no longer be accepted.

 Assignment and Assessment Descriptions
Assignments
The course contains a number of reading and short writing assignments. We strongly encourage you to read your textbook. Specific pages and sections are noted in the modules for your convenience to help you find the material.
Your textbook went through a process of peer review by scholars of the humanities. The information presented in the text has been rigorously evaluated unlike information you can find online. If you delve into the text, the world, its attitudes and art forms, will open up to you in remarkable ways.
Writing is a primary way in this course for you to describe works of art and interpret them. We encourage you to write and re-write these assignments. Evidence of proof-reading is included in most rubrics. To encourage this practice, written assignments will be accepted in the following formats only: .doc, .docx, and pdf. Keep copies of your assignments. The final draft term paper assignment will require a receipt from the writing lab.
Quizzes
Most units will contain quizzes to check the student's understanding of the concepts presented in the textbook and additional materials in the module. Quizzes are open book and can be taken only once. There are a few quizzes that have time restrictions, so be sure to read and understand the directions for each quiz before beginning.
Discussions

A handful of the units contain discussions where students are asked to post and reply. There are discussions that ask students to post various so that they may be viewed by classmates. Be sure to read and understand the directions for each discussion before posting and/or responding.

Assessments

Each unit has a unit assessment that will determine the student's mastery of the topic. The assessments comprise several forms (multiple choice, short answer, essay), so be sure to read and understand the requirements for each assessment before beginning.

Required or Recommended Reading Assignments

See General Description of the Subject Matter of Each Lecture or Discussion below

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General Description of the Subject Matter of Each Lecture or Discussion

Module	Assignments
Week 1, January 6	1.1 Quiz, Jan. 7 2.1 Response - Formal & Contextual Analysis, Jan. 10 2.2 Test (Introduction), Jan. 10
Week 2, January 13 (Introduction & 2D Art)	3.1 Quiz (Two Dimensional Art), Jan. 14 3.2 Response: Baroque Thesis, Jan. 17
Week 3, January 20 (2D Art)	3.3 Test (2D Art), Jan. 21. 4.1 Quiz (Sculpture), Jan 24.
Week 4, January 27 (Sculpture)	4.2: Response: David vs. David, Jan. 28 4.3 Test (Sculpture), Jan 31.
Week 5, February 3 (Sculpture)	5.1 Quiz (Architecture), Feb. 4. 5.2 Quiz, Feb. 7.
Week 6, February 10 (Architecture)	5.3 Response - Frank Gehry, Feb. 11. 5.3 Test, Feb. 11. 6.1 Quiz (Literature), Feb. 14.
Week 7, February 17 (Literature)	6.2 Quiz (Poetry), Feb. 18. 6.3 Response - Imagery & Symbolism, Feb. 21. 6.3 Test (Literature), Feb. 21.
Week 8, February 24	Term Paper - Proposal, Feb. 25 Midsemester - Self Portrait Creation, Feb. 28.
Week 9, March 3. (March 10-15) Spring Break	7.1 Quiz (Theatre), Mar. 4 Term Paper - Detailed Proposal, Mar. 8.
Week 10, March 17	7.2 Response - Ariel Design, Mar 18. 7.2 Test (Theatre), Mar. 21.
Week 11, March 24	8.1 Quiz (Music), Mar. 25 8.2 Response - Favorite Songs, Mar. 28.
Week 12, March 31	8.3 Test (Music), Apr. 1 9.1 Quiz, Apr. 4

Module	Assignments
Week 13, April 7	9.2 Response - Dance Analysis, Apr. 8 9.2 Test (Dance), Apr. 11
Week 14, April 14	10.1 Quiz (Cinema), April 15 Term Paper - Writing Center, Apr. 18 Term Paper - Final Draft , Apr. 18
Week 15, April 21	10.2 Response - The Godfather, April 22 Extra Credit - Discuss: AFI Top 100 List, April 22 10.3 Test (Cinema), April 22
Final Exams: April 24- 30,	Term Paper - Video Presentation, April 25 Course Evaluation, Extra credit, April 30

Required Course Syllabus Statements

Generative AI

The Department of Philosophy and Humanities recognizes that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development. Research has not yet determined what bearing the use of AI tools in the classroom will have upon the successful acquisition of these skills.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard) may not be used for course assignments in our department except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation. Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

Some of our language has been adapted from the University of Minnesota

Using Remote Testing Software

☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may

require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office

for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.