Description. This course explores and compares world civilizations, past and present, primarily through trips to art and cultural museums supplemented with attendance at plays, concerts, and/or recitals. Although it is primarily an experiential course, it also includes readings in the primary sources of each civilization’s history, philosophy, religion, politics, and/or literature as well as tours of select urban communities to analyze architecture and to discuss how immigrants bring their cultures to the United States. An aesthetic project inspired by the art and/or theater seen in the course is required. The course is designed to be entertaining as well as inspirational. HUM 313 fulfills the GEHd and GEFAa Track II General Education Requirements and the ACAE Creative & Artistic Expression or AHIA Humanities - Inter Area, and the UVCD Community & Diversity or UVLL Lifelong Learning Track I General Education Requirements.

Goals of the Course:

a. To develop an elementary appreciation of the arts, particularly those readily available in America and expressed by many civilizations, including painting, sculpture, architecture, drama, ceramics, and photography, but also less universal forms, such as mosaics, furniture, tapestries, glass, lacquerware, jewelry, metalwork, and textiles.

b. To acquire a rudimentary knowledge of the history of the arts of various civilizations that humans have created as well as of the arts in some cultures that never developed into civilizations. Whereas “appreciation” (Goal #1) in this course includes recognition, comparison and contrast, and feeling (largely an emotional response), “knowledge” encompasses dates, artists, schools, techniques, symbolism, cross-cultural influences, and materials used.

c. To formulate clearer personal understanding of the answers to such questions as what is art? what is history? what is culture? what is civilization? what is beauty? and what is the relationship between a civilization’s philosophy/religion/ideology and its art?

d. To gain insight into the minds, values, and world views of other cultures by experiencing and examining some of their arts while reading some of the cherished written documents, notably those relating to politics and religion. Course Goals b-d promote La Verne’s Mission Statement Value of developing “community within a context of diversity” by encouraging “students to understand and appreciate the diversity of cultures that exists locally, nationally, and internationally.”

e. The develop a greater understanding of what it is like to be an artist by creating an original work of art inspired in some way by the art viewed in the course.

f. To think critically about sustainability by analyzing the rise and fall of civilizations, including the use of the analytical approaches of selected thinkers such as Arnold J. Toynbee and Jared Diamond. Course Goal f promotes the University’s Mission Statement Value of developing “community within a context of diversity . . . by helping students understand the impact/dependence of human beings on their environment.”

g. To refine each student’s taste for the arts as well as each participant’s sense of beauty in general. Course Goals c and g promote A Values Orientation declared by La Verne’s Mission Statement by encouraging “students to become reflective about personal, professional, and societal values.”

h. To learn some of the pleasures of visiting art museums, attending live theater, and delighting in architecture and public art as an appetizer, hopefully, for a lifelong feast of the arts.

i. To overcome any lingering reluctance to visiting art museums and attending live theatrical performances,

1 In CE 313, Emperor Constantine proclaimed equal rights for all religions in the Roman Empire with the Edict of Milan. In using the number 313 this course seeks to approach all civilizations and cultures as equals in a spirit of acceptance and appreciation. To emphasize this, B.C.E. and C.E. will be used for dates instead of B.C. and A.D. (See the notebook assignment for a full explanation.)
and, ideally, to come to enjoy them.

j. To interest each student’s family and friends in visiting art museums and attending plays. Course Goals c-j promote La Verne’s Mission Statement Value of Lifelong Learning by teaching “students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.”

Evidence of Learning Outcomes:

a. The student will be able to distinguish among and identify the principal characteristics of painting, sculpture, architecture, drama, ceramics, and photography, as well as at least some of the following: mosaics, furniture, tapestry, glass, lacquerware, jewelry, metalwork, and textiles.

b. The student will be able to identify and describe some basic characteristics of the art of 21 contemporary and historical civilizations as well as some significant additional cultural groups of the present era.

c. The student will be able to place each of the civilizations and cultures in their geographical location and historical time as well as their relationships to each other as relevant.

d. The student will be able to recognize the work of selected artists and place them in an art historical timeframe.

e. The student will be able to describe some of the techniques and materials used in making art, and, if germane, relate these to various civilizations and cultures.

f. The student will be able to describe the components of an appropriate label for a work of art and explain why each is important to understanding the work of art, the civilization, and the time.

g. The student will have a clearer personal understanding of the answers to such questions as what is art? what is history? what is culture? what is civilization? what is beauty? and what is the relationship between a civilization’s philosophy/religion/ideology and its art?

h. The student will have a better understanding of the politics, religions, values, and worldviews of the great civilizations and be able to list several characteristics of the world’s principal religions.

i. The student will have created an original work of art inspired by works seen in the class, described it in full in writing, and created a precise label for it.

j. The student will have a visceral feeling about what it means to be an artist, most particularly a contemporary artist.

k. The student will know what civilizations have risen and declined, some of the theories and reasons for their rise and decline, and a few ideas about what might sustain them.

l. The student will have tasted the arts of other civilizations and cultures and have experienced their varied senses of beauty.

m. The student will know some of the museums and theaters in his or her area, including not only their general contents but also important practical issues such as opening hours, parking facilities, and entrance fees.

n. The student will recognize the great museums of the world and the United States and have visited them online, viewing a few pieces of their greatest art.

o. The student will know how to use the internet to find specific pieces of art and label information for that art.

p. The student will have had the opportunity to bring family members and friends to selected museums, plays, and architecture tours.

Assessment Plan. Assessment in HUM 313 is conducted through the following means (along with a list of the Learning Outcomes/Objectives assessed by each):

a. Thoughtful visits to at a minimum of six museums approved by the instructor, including the identification of works of art in designated civilizations, the gathering of label information, the relating of philosophy/religion/ideology to the works, the recognition of symbols, and the discussion of techniques and influences. Student participation is graded. Learning Outcomes a, b, c, d, e, f, g, h, k, l, m, and p.

b. Thoughtful attendance at a minimum of four live performances (plays, concerts, dance recitals, and/or operas) approved by the instructor, including discussion of the performance and relating it to the appropriate civilization and time period. Student participation is graded. Learning Outcomes a, b, f, g, h, l, m, and p.
c. Active participation in at least one architectural tour, including discussion of architectural forms, styles, and historical/civilization associations as well as the relationship between the community/communities and the art viewed in the museums. Learning Outcomes a, b, c, f, g, i, and p.

d. Completion of a structured notebook with required illustrations, labels, playbills, map assignments, play assignments, museum assignments, architecture assignments, and materials assignments. The completed notebook is the student’s “textbook” for HUM 313. Learning Outcomes a, b, c, d, e, f, k, n, and o.

e. Creation of an original work of art, writing a commentary/analysis of it, and creating a complete label for it. Learning Outcomes a, e, f, and i.

f. Completion of online quizzes on the material. Learning Outcomes a, b, c, d, e, f, g, h, and k.

g. Pre-test and post-test concerning attitudes about art, theater, museums, and architecture. Learning Outcomes p and Goals g, h, i, and j.

Text, Materials, and Resources:

a. Museums. Each student will visit a minimum of six museums. Most of the six museums visited will be art museums, but “cultural” and “natural history” museums may also be visited so that the questions posed in Learning Outcome g can be completely explored.

b. Theaters. Each student will attend four live performances (plays, concerts, dance recitals, or operas) by professional, semi-professional, or college/university groups.

c. Urban communities. Each student will participate in at least one tour of architecture in his or her community.

d. Readings. In addition to handouts described below, short excerpts from primary works in religion, history, literature, and philosophy relating to most of the civilizations studied are assigned on the Internet. Some of the required readings are selections from the following: the Code of Hammurabi, the Iliad, the Peloponnesian War, the Bible, Shakespeare, Confucius, the Koran, and Hindu literature.

e. Handouts. Handouts, which are distributed through the HUM 313 Blackboard, include over 150 notebook pages of time lines, art terms, and details about art, architecture, museums, and theaters.

f. Worksheet assignments. These contain definitions, diagrams, and other information that will be completed on plays, museums (U.S. and world), architecture, art materials, and vases.

g. Blank maps on which students will sketch in the civilizations extant at specified historical times.

h. Museums on the Internet. Students must make online visits to numerous California museums as well as to major U.S. and world museums in order to complete the notebook.

i. International Cuisine. Students will be encouraged to eat at restaurants serving cuisine related to the civilizations studied in the course: Chinese, European, Indian, Japanese, Mexican, Middle Eastern, and/or Thai.

Questions and Themes: Helping to tie the many disparate but interrelated elements of HUM 313 together are a number of questions that are larger than the course itself. Some of them are unanswerable while others seem deceptively simplistic; together they inquire into the meaning of life on earth and the ultimate significance of human endeavor. Some of these questions, simply put, are as follows:

1. What is Art? Who decides? Where do you find it? How does it differ from non-Art?
2. What is beauty? How do you know what is beautiful? How does it come about?
3. What is taste? How is our taste in the arts formed? Do art museums play a role?
4. What is a culture? What is a civilization? How are they related?
5. How are cultures seen in the museums related to those seen in L.A.’s neighborhoods?
6. What is a worldview? What are the worldviews of some cultures and civilizations?
7. What worldview(s) are promoted by L.A. museums? By L.A. streets and restaurants?
8. How is the culture/world view of the U.S. reflected/created by museums/neighborhoods?
9. How are the fine arts, literature, religion, and philosophy related? Can art be isolated?
10. Can there be fine arts or literature without religion, philosophy, or ideology?
11. Can there be humanity without fine arts or literature? Are they what distinguish us?
Course Requirements:

1. Visit six California museums containing art, at least one of which must be a major art museum, and report on the experience through the Discussion Board on the HUM 313 Blackboard. Examples of major art museums are the art museums listed by name in the Discussions section of Blackboard. The important handout, "Museums in California Containing Art," included on Blackboard, discusses museum selection and explains reporting requirements and grading criteria. Students living outside California can visit approved museums in their own states or countries, and students traveling outside California may request permission to visit an art museum during their travels. One report on a museum visit or a performance attendance is due by midnight every Sunday starting Sunday, June 14. Students may submit any and all reports early, if they wish. If six museums are not visited and reported on during the term, the course grade will be reduced by 3 points for each museum missed (in addition to not receiving credit for visiting them).

2. Attend four theatrical performances approved in advance by the instructor and share reflections of the performance with the class through the Discussion Board on the HUM 313 Blackboard. The student may attend on his/her own, with family or friends, or in conjunction with the instructor's other classes. Play selection, approval, reporting, and grading criteria are explained in full in the handout, "Theatrical Performances for Humanities 313," on Blackboard. All performances must be approved in advance, or they will not count for HUM 313. One report on a performance attendance or a museum visit is due by midnight every Sunday starting Sunday, June 14. Students may submit any and all reports early, if they wish. If four performances are not attended and reported on during the term, the course grade will be reduced by 3 points for each performance missed (in addition to not receiving credit for attending them).

3. Complete one architectural tour of a community of the student’s choice and report on it to Blackboard no later than midnight on Sunday, August 2. Based on information obtained online, at the local library, from the chamber of commerce, or published materials, the basic requirement is to create and take a tour with a minimum of 5 pieces of architecture, but students can visit up to 5 additional pieces of architecture in the same tour for up to 20 additional points of extra credit. The assignment is explained in detail in the “HUM 313 Architectural Tour” handout on the HUM 313 Blackboard. Taking a tour offered by a conservancy, library, historical society, or any other group will not count and will result in zero points on the assignment.

4. Complete an "Exploring World Civilizations through Art and Theater Notebook" consisting primarily of five elements: (1) notebook handouts on Blackboard containing the Table of Contents, FAQ’s, maps, and information on cultures, civilizations, and their art; (2) photographs, postcards, photocopies, printouts, or other illustrations of art found in California collected by the student (mainly at museums) showing examples of the art of these civilizations; (3) complete labels prepared by the student for each illustration in the notebook; (4) programs or playbills from the theatrical performances, properly labeled and placed in an appropriate historical section; and (5) information requested in fill-in-the blanks. The purpose of this assignment is to help students build bridges between the art they see and the cultural and art historical contexts of this art. This project is described in detail in “Developing an A Notebook for Humanities 313” on Blackboard. To build the notebook, start with the notebook handouts, more than 225 pages of them, all of which are provided in the notebook folder in the Contents section of Blackboard. All of the websites cited in the notebook as sources of illustrations are clickable. If any of the websites no longer work, you should report this to Al Clark and find the illustration on another website. In addition, for the student’s information, a copy of the grade sheet used to grade the notebook can also be found on Blackboard. A preliminary submission of Parts I, II, VII, and VIII of the notebook (as numbered in the Table of Contents) is due no later than midnight on Sunday, June 28. These four parts contain examples of all aspects of the notebook, allowing you to receive feedback on this most important assignment early in the term. The completed notebook (including corrected Parts I, II, VII, and VIII) is due no later than midnight on Sunday, August 16.

5. Complete an aesthetic project consisting of (a) an original work of art inspired by art or theatre seen in
the course documented with (b) a short written statement and (c) a complete label. The work must be an original work; not merely a copy, sketch, or model of some other work or design, and the work must be submitted (no electronic submissions will be accepted). It also must be started and completed during the term of the course, not something made before the class began. There are many types of projects from which to choose. Among them are a collage, a drawing, a manuscript illumination, a painting, a piece of sculpture, a short story, a group of poems, and a collection of photographs. Contemporary America uses the terms “art” and “arts” very loosely, so there are also many alleged forms of art that art not acceptable. Among the “arts” that art NOT acceptable are culinary arts, martial arts, and cosmetic arts. For complete details, see "Creating an Inspired Aesthetic Project" on Blackboard. The Aesthetic Project is due no later than midnight on Sunday, August 16.

6. Take two 50-point quizzes on art and theater information contained in the notebook and related activities. The quizzes will be conducted online through Blackboard. The quizzes cover the material in the readings, notebook readings, and related assignments. The readings are short but detailed, and the multiple choice, matching, and true-false quiz questions assess student learning of essential points and details. All quizzes are composed of questions selected from the practice quizzes with the same number. Practice quizzes may be taken as many times as the student wishes, but the actual quizzes can only be taken once and cannot be stopped once they have been opened. The two 50-point quizzes are timed and may only be taken once. The quizzes must be completed no later than midnight on Sunday, August 9.

7. Complete a series of 1-3 page readings from classic works online of history, literature, philosophy, politics, and religion. An extra credit quiz on these readings will be made available at the end of the term for students who wish to take it. The quiz is worth a maximum of 25 extra credit points (but it actually consists of 37 questions to give students a better chance of earning 25 points of extra credit).

Grades:

- Visiting and reporting on six museums containing art, 10 points possible for each (60 points total). Grading criteria are contained in "Museums in California Containing Art" on Blackboard. (Extra credit may be awarded above 10 points for especially insightful and well-written reports.)

- Attendance at and reporting on four performances approved in advance by Al Clark, 10 points possible for each (40 points total). Grading criteria are contained in "Theatrical Performances for Humanities 313" on Blackboard. (Extra credit may be awarded above 10 points for especially thorough reports.)

- One museum or one performance must be reported to Blackboard each week during the 10-week term, starting with the first week. Reports are due each week by midnight on Sunday at the end of the week. Students may visit and report on museums/performances ahead of schedule, but by midnight on Sunday at the end of the first week a report on one museum or performance must be posted; by midnight on Sunday of the second week, at least two reports in total have to have been posted; and so on. One point will be deducted for each day that a report is late, including weekends and holidays.

- Completion of one architectural tour of a community of your choice and report on it to Blackboard (20 points, plus a possible 20 additional points extra credit). One point will be deducted for each day that the tour is late, including weekends and holidays.

- The two 50-point quizzes (100 points total). One point will be deducted for each day that a quiz completion is late, including weekends and holidays.

- Completion of the structured Exploring World Civilizations through Art and Theater Notebook (100 points). Grading criteria are contained in "Developing an A Notebook for Humanities 313" on Blackboard in the Course Material section. For your information, a copy of the grade sheet used to grade the notebook is
contained in the Course Material section on Blackboard. A preliminary submission of Parts I, II, VII, and VIII of the notebook is worth 25 points. One point will be deducted for each day that either notebook assignment is late, including weekends and holidays.

• Creation of a 3-part aesthetic project (artwork, label, and commentary) (100 points). Grading criteria are contained in "Creating an Inspired Aesthetic Project" on Blackboard. One point will be deducted for each day that the Aesthetic Project (all three parts) is late, including weekends and holidays.

• One point will be deducted for each day that any assignment (weekly reports, quizzes, notebook, architectural tour, aesthetic project) or extra credit opportunity is late, including weekends and holidays.

• The absolute deadline for all assignments is midnight on Friday, August 21. No assignment or extra credit will be accepted, graded, or included in the course grade after that deadline.

Summary of Maximum Points Possible for Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit and report on 6 museums</td>
<td>60 points</td>
</tr>
<tr>
<td>(3 points will be deducted for every museum missed)</td>
<td>One museum or performance report is due every Sunday</td>
</tr>
<tr>
<td>Attend and report on 4 approved performances</td>
<td>40 points</td>
</tr>
<tr>
<td>(3 points will be deducted for every performance missed)</td>
<td>of the course, starting June 14</td>
</tr>
<tr>
<td>Notebook, Parts I, II, VII, and VIII</td>
<td>25 points</td>
</tr>
<tr>
<td>Complete one architectural tour</td>
<td>20 points</td>
</tr>
<tr>
<td>Two quizzes on art and theater (50 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Art and Theater Notebook</td>
<td>100 points</td>
</tr>
<tr>
<td>Aesthetic Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Total Possible</td>
<td>445 points</td>
</tr>
</tbody>
</table>

Extra Credit Available (maximum possible):

<table>
<thead>
<tr>
<th>Extra Credit Available (maximum possible):</th>
<th>Extra Credit Value:</th>
<th>Must be completed no later than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of the Course Survey</td>
<td>5 points extra credit</td>
<td>Wednesday, June 10</td>
</tr>
<tr>
<td>Satisfactory introduction on Blackboard</td>
<td>5 points extra credit</td>
<td>Wednesday, June 10</td>
</tr>
<tr>
<td>Additional sites on architectural tour</td>
<td>20 points extra credit</td>
<td>Sunday, August 2</td>
</tr>
<tr>
<td>Quiz on HUM 313 readings</td>
<td>25 points extra credit</td>
<td>Sunday, August 16</td>
</tr>
<tr>
<td>Course Evaluation Online</td>
<td>5 points extra credit</td>
<td>Friday, August 21</td>
</tr>
<tr>
<td>End of the Course Survey</td>
<td>5 points extra credit</td>
<td>Friday, August 21</td>
</tr>
</tbody>
</table>

Grades are Determined According to the Following Percentages:

A/A- = 90-100% of total possible points
B+/B/B- = 80-89% of total possible points
C+/C/C- = 70-79% of total possible points
D/D- = 60-69% of total possible points
F = less than 60% of total possible points

Grades are posted to the HUM 313 Blackboard site, so students can follow their standing in the course. The underlying philosophy of grading in this class is fairness. Requirements must be clear and deadlines firm. Students must be treated equally. The grading criteria for every assignment are listed, and the deadlines are announced in the syllabus and in the assignment sheets. No extra time can be given, except for hospitalization or similar catastrophic events. Consequently, Incomplete grades will not be considered unless the minimum requirements in La Verne’s INC policy are met: “Incompletes are authorized only when (a) it is impossible for the student to complete the course because of illness or other justifiable cause and (b) he or she has successfully completed all work up to the last day to withdraw in the semester or term. The student must initiate a request for an incomplete, and, if able, complete a formal petition available on MyLaVerne . . . The completed contract
must be filed prior to the last day of the term.” (University of La Verne Catalog 2013-2014, p. 46) In short, by University policy, simply falling behind in assignments is NEVER sufficient reason for granting an INC.

**Attendance Policy.** In keeping with the “Class Attendance” policy contained in the University’s catalog, students who do not submit the first week’s assignment by midnight of Monday, June 15 will be administratively dropped from HUM 313 online on Tuesday, June 16. This assignment, a report on a museum visit or on attendance at an approved performance of drama, dance, music, or opera, is due at midnight on Sunday of the first week of classes (June 14), and the last day to drop (or be administratively dropped) from Spring Term 2015 courses with a 100% refund is Wednesday, June 17.

**Standard Academic English.** All assignments and communication in HUM 313 must be written in standard academic English using complete sentences, proper spelling, and correct grammar. Contractions, slang, and most abbreviations will not be permitted. All assignments will be graded for grammar, spelling, punctuation, and capitalization as well as for content, and points will be deducted for errors in any of these five. Students who have trouble with writing are encouraged to seek help at the Learning Enhancement Center.

**Academic Honesty.** All work submitted in this class must be the student’s own, and must be properly cited with footnotes listing exact page(s) from the source(s) used, including museum brochures and playbills. Museum labels and Internet sites must be cited with their URL’s. Quotations must always be footnoted, including quotations from museum labels and brochures, and any text taken directly from any source, including museum labels, brochures, guidebooks, and websites, must be put in quotation marks. Ideas and opinions derived from other sources also must be footnoted. As a rule of thumb, any quotation of three or more consecutive words from a source must be enclosed in quotation marks and footnoted. Hence, any text copied and pasted into the notebook, report, or another other HUM 313 assignment must be placed in quotation marks and properly cited or the notebook will receive an F. Similarly, all illustrations in the notebook must have proper citations or the notebook will receive an F.

Citations for illustrations in the notebook must be listed on the label and should be included as the last line. Failure to list the citation will result in a “major error” each time that a citation is omitted. All other footnotes in HUM 313 assignments must use an asterisk (*) or a superscript number in the text to reference a similarly marked footnote. The footnote must be structured as follows (including the commas, underlining, parentheses, colon, and period as shown): Author’s first name and last name, Title of the Book or Pamphlet (Place of Publication: Publisher, Date of Publication), p. or pp. page number(s). For example, to cite the Byzantine New Testament leaf at the Getty as your first note, write The J. Paul Getty Museum, Handbook of the Collections (Los Angeles: The J. Paul Getty Museum, c. 1997), p. 66. [Note: c. stands for copyright in this instance.] After the first citation to a book, you do not need to repeat the full citation if you cite the work again, but only if you tell your reader what shortened form of the title you are going to use. You can do this by stating at the end of the complete citation (using the Getty example above), “Hereinafter cited as Getty Handbook.” (and then using this abbreviated citation throughout the rest of your submission).

If you quote from a museum label, cite it as “label associated with the art work.” If you use additional material on museum walls, in museum audio tours, on laminated gallery guides, or other source not clearly associated with a book and page, cite them as “wall statement, room x, name of museum,” “audio tour, name of museum,” and “gallery guide, name of gallery, name of museum” respectively. If you use material from the Internet, you must cite the complete unique URL of the page where you obtained the material, and you must use quotation marks as appropriate.

**Dress for Museums; Materials and Entrance Fees.** Dress casually for museum trips; wear comfortable walking shoes. Bring something to write on and with; cameras are helpful, particularly digital cameras. Students must pay their own entrance fees, which are generally around $10 with student identification cards. Dress for Plays; Ticket Costs. Casual dress is acceptable. Students pay for their own tickets. Local and
college theater tickets are always less expensive than popular extravaganzas, and frequently better as well. Photography. Flash photography and tripods are forbidden in most art museums, and photography is not allowed in some other museums. In general, photographs of photographs are forbidden as are photographs of artwork not owned by the museum displaying it. Art that can be damaged by flash photography, such as manuscripts and paper, also cannot be photographed.

**Technology and Transportation.** In order to successfully complete HUM 313, students must have a reliable computer and dependable Internet access. They also need transportation to and from museums and performances. No excuses will be accepted for late or incomplete submission of assignments due to failure of computers, Internet access, or transportation. Students without access to these should consider taking an alternative course.

**Blackboard.** The course Blackboard site contains all of the course materials. Weekly reports must be written there, and grades and announcements will be posted there. Blackboard can also be used for communication with the instructor and class members.

**Inaccuracies in HUM 313 documents.** The instructor has made every effort to provide clear, accurate information and instructions in all HUM 313 handouts, assignments, tests, and other documents, including this syllabus. Inevitably, however, the materials contain inaccuracies, because, among other reasons, URLs change, museums alter hours, theaters raise prices, and venues move. Assignments still need to be completed accurately and on time, so to facilitate this, inaccuracies should be reported to the instructor as soon as they are discovered.

**The time required to complete HUM 313.** Some students complain that they have never had to work so hard in a university class as they had to work in HUM 313. This may be so, but it is not because HUM 313 requires an inordinately large amount of work. Rather, it requires a minimum of ten hours a week to meet the requirements for a four semester hour course. These hours consist of time in museums, at plays, writing reports, designing and taking an architectural tour, preparing a notebook, creating an original project, and completing quizzes and surveys. They do not include time in transit or nutrition time, which are also not included when calculating “seat time” for traditional classroom courses. Of course, as for all courses, five hours on average per week is a minimum; to earn an A in HUM 313, most students probably work two hours per week “outside of class” for every one of the five hours “in class.” In short, “A students” probably devote about 15 hours per week for HUM 313 during the 10-week term, at least a third of which is in museums or at performances. They also enjoy it and learn a great deal from it. If you expect to earn an A and do not have 15 hours a week to devote to HUM 313, then Exploring World Civilizations through Art and Theater is probably not the course for you, at least not this term. Neither of us want you to earn a grade lower than you are capable of earning.

More specifically, here is the expected student time commitment in HUM 313:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contact Hours</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museums &amp; Plays</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Notebook, Parts I, II, VII, &amp; VIII</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Notebook, complete, including reading</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Aesthetic project, including material</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Architectural Tour</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Readings, including all quiz preparation</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3 quizzes</td>
<td>$3 \times 1.25 = 3.75$</td>
<td></td>
</tr>
<tr>
<td>2 surveys</td>
<td>$2 \times .5 = 1$</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>57.75 hours</td>
<td>80 hours</td>
</tr>
</tbody>
</table>

The cost of taking HUM 313. Some students in every section of HUM 313 complain about the costs. In general, HUM 313 costs about as much as textbooks do in an average university course, approximately $150-$225. The museums, performances, notebook, and project are the texts of HUM 313, and together they cost
about this much, depending on the individual student’s choices. Transportation, food, and Internet access is not included in the cost estimate, because they are an expected part of participating in any course. Some students retort that they save money in other courses by sharing books or checking them out of libraries, but there are many ways to cut costs in HUM 313, too, such as the following: First and most importantly, use your student ID card to get discounts for performance tickets and museum entrance. Be sure to ask about student discounts at every museum and theater. Second, do not print out any course document that you can read online. Third, select inexpensive performances to attend rather than expensive theaters. Many college and university performances can be seen for less than $15; many large venues offer student rush tickets. If any performance will cost more than $25, find an alternative. Fourth, visit museums that are free to students or that offer free admission days. Nearly every museum has at least one free day or evening a month. Some are free after a certain hour in the day. Fifth, chose an aesthetic project that does not require expensive materials. Sixth, submit your notebook assignments electronically, saving both printing costs and postage/gas. Seventh, save transportation costs by visiting more than one museum on the same day. For example, The Huntington, the Pacific Asia Museum, and the Simon Museum are all within a three-mile radius. Similarly, the Getty, the Fowler, and the Hammer Museums are within a four-mile radius. Balboa Park in San Diego contains the Timkin Museum, the San Diego Museum of Art, and the Museum of Photographic Arts. Eighth, do not waste money purchasing unnecessary extravagancies for your notebook, such as section dividers, tabs, plastic page covers, or even postcards. Ninth, explore alternative transportation modes, such as rail, bus, and carpooling with other students in HUM 313, especially if you live some distance from museums and theaters. When all is said and done, however, HUM 313 will probably cost a minimum of $100. Students who cannot afford this amount should consider taking an alternative course.

**Communication.** All communication will be conducted through Blackboard and by University email (@laverne.edu). It is critical, therefore, that students check their @laverne.edu email and Blackboard Announcements on a regular basis. University policy requires instructors to use each student’s official University email address (@laverne.edu), so, if you use another email address, be sure to link your University email address to it. All course email sent by the instructor to all students will also be posted as an Announcement on Blackboard.

**Other Notes:**
- Some of the museums will not allow pens in the galleries. Hence, carry a pencil to museums.
- Large or bulky bags and packs will have to be checked before entering most museums.
- Most of the artworks on view in museums are original works of art; few copies are on display.
- The art cannot be touched. If you get too close, a guard will give you a warning.
- Museum guards are there to protect the art; few know anything about the art they guard.