

HUM 313,¹ Exploring World Civilizations Through Art and Theater
Spring 2018 Online (June 11-August 19, 2018) — University of La Verne — CRN's 1015 and 1053

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DESCRIPTION OF THE COURSE. 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. To 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.

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.)

- i. To overcome any lingering reluctance to visiting art museums and attending live theatrical performances, 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, l, 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 Outcome 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," (in the Content section of 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 17. 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 or with family or friends. ***Play selection, approval, reporting, and grading criteria are explained in full in the handout***, "Theatrical Performances for Humanities 313," (in Content of 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 17. 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, July 15. 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 works of architecture, but students can visit up to 5 additional buildings in the same tour for up to 20 additional points of extra credit. The assignment is explained in the "HUM 313 Architectural Tour" handout (in Content of Blackboard). When submitting the written description of the tour, a complete label must be included for each work of architecture, including the architect's name, nationality, and dates. 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. Take two 50-point quizzes on art and theater information. The quizzes are conducted in the Content section of Blackboard. They cover the material in the readings, notebook readings, and related assignments. The multiple choice, matching, and true-false quiz questions assess student learning of essential points and details contained in the notebook, including time periods, styles, techniques, and geography. Both 50-point quizzes are composed of questions selected from the practice quizzes which may be taken as many times as the student wishes. The two for-credit quizzes, in contrast, can be taken only once, are timed, and cannot be stopped once they have been opened. They must be completed no later than midnight on Sunday, July 29.

5. 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, downloads, 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 contained in the notebook. The purpose of this assignment is to help students build bridges between the art they see in museums and the cultural and historical context. This project is described in detail in “Developing an A Notebook for Humanities 313” (in the Notebook folder in Content of Blackboard). To build the notebook, start with the notebook handouts, more than 225 pages of them (also in the Notebook folder). Use the Table of Contents to assemble the notebook correctly. 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, July 1. 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 12.

6. 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 written commentary 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 are not acceptable. Among the “arts” that are NOT acceptable are culinary arts, martial arts, and cosmetic arts. For complete details, see "Creating an Inspired Aesthetic Project" (in Content of Blackboard). The Aesthetic Project is due no later than midnight on Sunday, August 19.

7. Complete a series of 1-3 page readings online from classic works 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

- **All assignments are due at midnight on the date specified.**
- **One point will be deducted for each day that any assignment or extra credit opportunity is late, including weekends and holidays.**

Summary of Maximum Points Possible for Course Assignments:		Due Date
(one point deducted for each day an assignment/extra credit offering is late, including weekends and holidays)		
Visit and report on 6 museums (10 points each) (3 points will be deducted for every museum missed)	60 points	One museum or performance report is due no later than every Sunday of the course, starting June 17
Attend and report on 4 approved performances (3 points will be deducted for every performance missed)	40 points	
Notebook, Parts I, II, VII, and VIII	25 points	Sunday, July 1
Complete one architectural tour	20 points	Sunday, July 15
Two quizzes on art and theater (50 points each)	100 points	Sunday, July 29
Art and Theater Notebook	100 points	Sunday, August 12
Aesthetic Project	<u>100 points</u>	Sunday, August 19
Total Possible:		445 points

<u>Extra Credit Available (maximum possible):</u>	<u>Extra Credit Value:</u>	<u>Must be completed no later than</u>
Beginning of the Course Survey	5 points extra credit	Friday, June 15
Satisfactory introduction on Blackboard	5 points extra credit	Friday, June 15
Additional sites on architectural tour	20 points extra credit	Sunday, July 15
Quiz on HUM 313 readings	25 points extra credit	Friday, August 24
End of the Course Survey	5 points extra credit	Friday, August 24
Course Evaluation Online	5 points extra credit	Friday, August 24

• The absolute deadline for all assignments and extra credit opportunities is midnight on Friday, August 24. No assignment or extra credit will be accepted, graded, or included in the course grade after that deadline.

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 in the assignment sheets and deadlines in the syllabus. 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 [July 22, 2018]. 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 2017-2018*, p. 52) 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 (*University of La Verne Catalog 2017-2018*, p. 63), **students who do not submit the first week’s assignment by midnight on Monday, June 18 will be administratively dropped from HUM 313 online on Tuesday, June 19.** 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 17). (Dr. Clark may consider extenuating circumstances, but only if they are presented to him **before** Tuesday, June 19.)

STANDARD ACADEMIC ENGLISH. All assignments and communication in HUM 313, including labels for artworks contained in the HUM 313 notebook, must be written in standard academic English using complete sentences, proper spelling, and correct grammar. Contractions, slang, and most abbreviations will not be permitted. Assignments should not be written in the first person, and the past tense should be used for past actions. 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 Academic Success Center. The ASC provides free tutoring by student tutors, and this tutoring is offered online to students taking courses online.

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. The University's Academic Honesty policy can be found in the *University of La Verne Catalog 2016-2017*, p. 60.

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 for 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 (in Blackboard's Content section). Weekly reports must be written there (in the appropriate Discussion), 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:

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

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.