



## COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at [ubonline@bridgeport.edu](mailto:ubonline@bridgeport.edu).

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

**HUMC 201 DL1**  
**The American Dream**  
**2014 Summer Online**  
**July 7 – August 25, 2014**

**Instructor:** Eric D. Lehman [elehman@bridgeport.edu](mailto:elehman@bridgeport.edu) (203-576-4504)

**Course Description: The American Dream**

An interdisciplinary course which employs history, literature and philosophy to examine and explain the cultures and values of a civilization over time and place. Works studied include primary historical and philosophical texts, as well as literary and artistic creations. Currently, the course looks at the civilization of the United States, focusing on the “American Dream,” its origins, growth and significance.

**Prerequisite Courses: ENGL 101**

**Course Code: HUM, LA**

**Required Textbooks**

- *Bridgeport: Tales from the Park City*, Eric D. Lehman, The History Press. (ISBN#: 978-1596296169)
- *O Pioneers!*, Willa Cather, Dover Thrift Edition. (ISBN#0-486-27785-2)
- *The Color Purple*, Alice Walker, HarperPerennial. (ISBN#0671727796)
- *The Dharma Bums*, Jack Kerouac. Penguin Deluxe Edition. (ISBN# 0-14-303960-1)
- *The Great Gatsby*, F. Scott Fitzgerald, Scribner Paperbacks. (ISBN#0-684-80152-3)

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**

Upon completion of this course, the student should be able to:

- Understand the concept of “The American Dream”
- Recognize that the evaluation of The American Dream very much depends upon who is doing the “dreaming,” what their background is, and what their expectations are.
- Appreciate how The American Dream has impacted every aspect of American life from art, music, literature, history and political science to sociology.
- Discern the contrasts between the earliest versions of The American Dream in the 19<sup>th</sup> century to the current 21<sup>st</sup> century views.
- Create a personal family narrative of The American Dream that places them at the center.
- Intelligently conduct online discussions via the Discussion Board in Blackboard.
- Think critically and analytically and draw upon textual references in expressing their thoughts and ideas.

- Appreciate the merits of primary documents, original materials from the period, in gaining a personal understanding of events.
- Attain a level of comfort expressing informed opinions on issues, both verbally and in writing.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas and working in teams.
- Gain additional experience in writing and researching.

### **Goals:**

Humanities C201 is an interdisciplinary course exploring the concept of the American Dream from the perspectives of literature and the social sciences. The course is designed to help students understand and interpret the culture of the American Dream and its evolution through the insights of history, as well as develop rhetorical, analytical, and writing skills. Interactive discussion and debate will take place on the message board. Therefore participation is an important part of your grade.

A few of the questions we will be exploring are:

- What is the American Dream?
- Is it for everyone? Are some people left out?
- What is the price of this dream?
- How does the dream today differ from a hundred years ago?

### **Discussion Board**

Our class ‘meetings’ will take place on the course message board.

Everyone will be required to participate in the ongoing discussion, though of course at your own convenience. Each student is required to submit at least 10 messages per week. One of these should be a study question on the reading (a “thread starter”) and one should respond to the ‘weekly question’ that I post on the board. Other entries could be references to materials that might help others understand. (Example: a short biography of F. Scott Fitzgerald, with an appropriate link to the source you got the information from) Otherwise, try to answer each other’s questions and otherwise give your opinions on the readings.

### **Workshop Board**

There will also be online rough draft workshops for the response papers.

You must submit a draft of at least 3 essays for consideration and critique by your peers. Each student will be required to critique (according to the guidelines provided) at least 12 other essays over the course of the class. This means that each student should also receive at least 4 critiques for each paper. I will also periodically place samples of poetry analysis on the workshop messageboard. You will be required to comment on and discuss these essays. The discussion board and workshop activities will account for 40% of your grade.

## **Response Papers**

There will be a three-page response paper due every other Sunday by midnight, Week 3, 5, and 7. The response paper should answer some question about the text, which you can ask yourself or get from the discussion board. Your answer should be supported by quotes from the readings. The response should be emailed to me in the body of the email and should be about 1000 words (approx. four double-spaced pages). These 3 essays are worth a combined 45% of your grade.

## **Final Exam**

An essay exam worth 15% will be scheduled during the last week of class. It will consist of eight questions, of which you will choose three. Answer them using quotes from the readings to back up your opinions. You will have two hours to complete the exam.

## **Assignments**

Listed below are the assigned readings and suggested topics for the eight weeks of class. More instructions will be given as we proceed.

## **Week 1**

Read Ralph Waldo Emerson's "Self-Reliance." (found online) This will hopefully give some philosophical grounding for what becomes 'the American Dream' in the second half of the nineteenth century.

## **Week 2**

Read *Bridgeport: Tales from the Park City*. This history of our University's city includes a number of different paths to achieving the American Dream. How and why do they differ?

## **Week 3**

Read *O Pioneers!* The wild, wild west and its effect on how Americans perceived opportunity. How is this dream different from any of those we read in *Tales from the Park City*?

## **Week 4**

Read *The Great Gatsby*. Is the American Dream flawed? Do our dreams always come at the expense of others'? Your response could compare the characters and their different ideals and points of view.

## **Week 5**

Read *The Color Purple*. Compare Wright's experience with the world of *Ragged Dick*. Is the dream for everyone? Note: This is the longest reading we have, so I suggest starting early.

## **Week 6**

Read *The Dharma Bums*. With this novelized autobiography, we will look at the counterculture's American Dream of the 20th century. In what ways is this dream similar and different to the "standard" one? What values does this particular dream champion?

## **Week 7**

Finish the last two book discussions, and discuss how your perspectives have changed since the beginning of the class. The essay final exam will also be available to take during this week.

## **ACADEMIC POLICIES**

### **Attendance Policy**

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

### **IMPORTANT:**

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

### **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

### **Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### **Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes

across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:  
[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

### **ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNNet account.

### **Obtaining a UBNET Account**

Every registered student should obtain a UBNET Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNET Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNET account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

### **Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** <https://bridgeport.instructure.com/courses/985903>

**For assistance** contact the UB Help Desk at 203-576-4606 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu) <https://bridgeport.instructure.com/courses/829447/>

### **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

### **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
  
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
  
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

### **Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.

- Stamford – Room D; Check open hours at:  
<http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at:  
<http://www.bridgeport.edu/waterbury>

### Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

### CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

<b>Directions to IDEAL Campus locations</b>	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**.  
Federal Student Aid Information: 1-800-433-3243