



Humanities University

**Catalog of Courses
1/1/2011 ~ 12/31/2011**





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Institution

Mission

The mission of Humanities University is to offer quality off-campus graduate degree programs via distance learning, to motivated, self-directed adults who are able to work independently and who may benefit from on-line instruction. All courses and classes are held online.

Humanities University will provide students with an up-to-date curriculum which is both intellectually challenging and practical. Only course work which can be successfully delivered through independent, self-paced instruction, under faculty supervision, will be offered.

Part of our mission is to convey to students the importance of continuing education. We endeavor to sustain these course offerings by developing an operational environment that is professionally managed, competently supervised, continually evaluated and appropriately modified and therefore kept current.

In all programs and services, Humanities University respects the value of diversity among students and faculty. Therefore, we encourage the participation of individuals from all nationalities, races, and colors.

Purpose

The special character of this institution is reflected in its commitment to the study of literature and the humanities. The purpose of the institution is to lead students to the attainment of advanced degrees in world literature and the humanities. Further, all programs stress the very clear need for each student to be committed to continuing education throughout his or her life.

Objectives

All programs at Humanities University have a common set of stated objectives. Over time, these objectives will continue to evolve as we continue to receive input from faculty and students.

Currently, the University's objectives include:

- Provide students with a challenging curriculum which can be studied by the student by means of a convenient asynchronous methodology;
- Require that the student demonstrate higher-level thinking skills and develop the ability to be a self-directed learner;
- Prepare students to continue to learn, grow and make a positive impact on others.

Effective Dates of this Catalog January

1st, 2011 to December 31st, 2011

Humanities University is a private institution and is approved to operate by the Bureau for Private Postsecondary Education. (BPPE)

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Dr. Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, 916-431-6959, toll free (888) 370-7589, Fax (916) 263-1897.

(A) As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

(B) "A student, or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (800) 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

Administration

Chief Executive Officer

Turhan I. Baykan, BS, MIE, MD, Ph.D

Chief Operations Officer

David Bain, BA

Chief Academic Officer and Vice President for Academic Affairs

Susan Nash, BS, MA, Ph.D

School Location

Humanities University 16262

Whittier Blvd. #1 Whittier, CA

90603

Phone: 562-947-5352

School Website

<http://www.humanitiesuniversity.org>

Description of Facilities

The school's administrative offices are located in a professional office building. Faculty are located at a distance, and are accessible via Internet, phone, and fax. Instruction is delivered online. Equipment to be used by students includes only computers with Internet access, and printers.

All class session will take place online.

Admissions

Admissions

A bachelor's degree or its equivalent from an accredited or Bureau approved college or university is required for admission to the masters programs.

Application Instructions

Part-time or full-time students must file an application with Humanities University. The application form and instructions can be mailed or e-mailed to any interested individual. All entering students must review program requirements. To be admitted to a program, the applicant must arrange to have official transcripts sent to the Registrar's office. Applicants will be advised, in writing, of any deficiencies in transfer units that must be remedied. A proposed remedy will be sent to the student, in writing, to assist the student through the application and admission process.

English Proficiency

The following apply to international students for whom English is not their primary language:

Indirect Instruction: For a student whose bachelor's level coursework was not completed in English, and for whom English was not a primary language, we will seek a score of 500 on a TOEFL. The TOEFL requirement does not apply to international students who have completed at least two years of college level education at a school which has provided the instruction in the English language. Instruction will occur in no language other than English.

Financial Information

Financial Aid

Policies and Procedures Regarding Financial Aid The school does not provide either State or Federal financial aid.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Scholarships

Humanities University awards two types of scholarships:

- a) Tuition scholarships are available for all students in Humanities University programs;
- b) Merit scholarships will be awarded to successful students.

Financial Condition

The school is in excellent financial condition. It does not have a pending petition in bankruptcy, and is not operating as a debtor in possession. It has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years. It has never had a reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Student Financial Information

Tuition and Fees (U.S. Dollars)

The goal of Humanities University is to provide tuition scholarships to deserving students.

Master of Arts in World Literature

Semester Units	Price Per Unit
30	\$0
Program Charges	
Total Program Tuition	\$0
Books & Equipment	
TOTAL PROGRAM CHARGES*	
\$ 0	

Master of Arts in Humanities

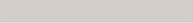
Semester Units	Price Per Unit
30	\$0
Program Charges	
Total Program Tuition	\$0
Books & Equipment	
TOTAL PROGRAM CHARGES*	
\$ 0	

Miscellaneous Fees (All Programs)	[Non-refundable unless otherwise indicated]
Application Fee	\$ 0
Transcript Evaluation - Foreign	\$ 0
Registration Per Session	\$ 0
Transfer Credit Evaluation Fee - Domestic	\$ 0
Graduation Fee	\$ 0
Transcripts	\$ 0

Schedule of Total Charges for a Period of Attendance

It is expected that the student will complete the chosen program of study within 24 months. Consequently, the following is a schedule of charges for an anticipated enrollment in any given period of attendance.

9 units @ \$0/unit	\$	0
Registration Fee per Session	\$	0
STRF Tax	\$	0
Total Charges	\$	0



STRF Disclosure

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if you prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment. To be eligible for STRF, you must be a California resident and reside in California at the time the enrollment agreement is signed or when you receive lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a California resident.

Students are advised that 1. Schools are required, by law, to collect the fee from California Residents. 2. That students whose tuition is paid by a third part payer are excluded from the STRF, 3. Students are responsible for paying the state assessment amount for the STRF. To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have 4 years from the date of closure to file a STRF application. If a judgment is obtained you must file a STRF application within two years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, Sacramento CA .

You may also be eligible for STRF if you were a student that was unable to collect a court judgment rendered against the school for violation of the Private Postsecondary Education Act.

STUDENT'S RIGHT TO CANCEL

An institution offering a distance educational program where the instruction is not offered in real time shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.

The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. The institution shall make the refund as per the calculation consistent with the California Code of Regulations.. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

An institution shall transmit all of the lessons and other materials to the student if the student:

- (A) has fully paid for the educational program; and
- (B) after having received the first lesson and initial materials, requests in writing that all of the material be sent.

If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

A notice of cancellation shall be in writing, and a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

The institution shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or the seventh class day after enrollment, whichever is later.

The institution shall issue a refund for unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.

The institution shall pay or credit refunds within 45 days of a student's cancellation or withdrawal.

Academic Probation and Dismissal Policy

“The Chief Academic Officer may place a student on academic probation if the student is not making satisfactory academic progress as per this institution's published policy. The student's grade point average will be monitored at the end of each enrollment period when the grades are posted. Should the GPA fall below that required for graduation, a student may be placed on academic probation. This will result in a formal advisory, which will be sent to the student, indicating the reason for the probation. Failure to maintain satisfactory academic progress may result in dismissal from the program.”

Distance Education – Return of Lessons and Projects

Student's lessons, projects or dissertations will be returned within ten day from the date of receipt of such items.

Degrees

Master of Arts in World Literature

The Master of Arts in World Literature is a 30 semester unit program which requires 10 courses and a comprehensive exam. Students are required to take a set of courses that provide a foundation in canonical works in world literature, and which enable students to analyze them from multiple perspectives. In addition to the core courses, students will take elective courses in regional literatures, and will continue the process of connecting themes and issues in literature. The program is designed to enable students from diverse backgrounds to gain a broader appreciation of the issues found in literature, and thus have a fuller life as individuals and members of the global community.

Master of Arts in the Humanities

The Master of Arts in Humanities is a 30 semester unit program which requires 10 courses and a comprehensive exam. Students are required to take a set of courses that provide an interdisciplinary foundation of literature, art history, philosophy, and history. The course content and the courses themselves are designed to enable students to analyze issues from multiple perspectives. In addition to the core courses, students will take elective courses in special topics in the humanities, often centered on regions. They will continue the process of connecting themes and issues in the disciplines. The program is designed to enable students from diverse backgrounds to gain a broader appreciation of humanistic concerns and issues found in the humanities. Ultimately, the course will help students have a fuller life as individuals and members of the global community.

Departments and Courses

The Literature Institute

The Literature Institute is committed to studying literature from multiple perspectives, while also maintaining a structure that allows the student to organize literature along historical, thematic, and linguistic lines. Students and faculty are encouraged to work from multiple linguistic traditions and to become familiar with the cultural contexts and aesthetic movements as well as individual information about the work and its author.

The faculty members are experts in their fields of literature who contribute their knowledge and experience to the courses and encourage students to engage in discussions and close analyses of literature.

For a list of courses, please see the following page.

Literature Institute Courses

LITERATURE

General

LIT 501	Literary Theory
LIT 502	Mythology

Genre

LIT 521	Poetry
LIT 522	Drama
LIT 523	Fiction
LIT 524	Non-Fiction

Themes, Characters, and Ideas

LIT 591	Themes in Literature
LIT 592	Characters in Literature
LIT 593	Ideas in Literature

Periods

LIT 511	Ancient Literature (to 500 AD)
LIT 512	Medieval Literature (500-1300 AD)
LIT 513	Renaissance Literature (1300 - 1600 AD)
LIT 514	Early Modern Literature (1600-1800 AD)
LIT 515	Nineteenth Century Literature
LIT 516	Twentieth Century Literature

Regional

LIT 531	Chinese Literature
LIT 532	Japanese Literature
LIT 533	Indian Literature
LIT 534	Turkish Literature
LIT 535	Middle Eastern Literature
LIT 542	French Literature

The Humanities Institute

The Humanities Institute is committed to maintaining an interdisciplinary approach to the study of the world's cultures. The courses, which will include the study of human endeavors and expression, will encourage students to use multiple approaches when they seek to understand the nature and meaning of the artifacts and accomplishments of people throughout the ages.

The faculty members are experts in their field. They will contribute their knowledge and experience to the courses and encourage students to engage in discussions and close analyses of humanistic endeavors.

Humanities Institute Courses

HUMANITIES

Periods

HUM 511	Ancient Humanities (to 500 AD)
HUM 512	Medieval Humanities (500-1300 AD)
HUM 513	Renaissance Humanities (1300-1600 AD)
HUM 514	Early Modern Humanities (1600-1800 AD)
HUM 515	Nineteenth Century Humanities
HUM 516	Twentieth Century Humanities

Regional

HUM 531	Chinese Humanities
HUM 532	Japanese Humanities
HUM 533	Indian Humanities
HUM 534	Turkish Humanities
HUM 535	Middle Eastern Humanities

Master of Arts in World Literature: Course List

Course #	Course Name	Required Course	Elective Course	Units
Periods				
LIT 511	Ancient Literature (to 500 AD)	X		3.0
LIT 512	Medieval Literature (500-1300 AD)	X		3.0
LIT 513	Renaissance Literature (1300 - 1600 AD)	X		3.0
LIT 514	Early Modern Literature (1600-1800 AD)	X		3.0
LIT 515	Nineteenth Century Literature	X		3.0
LIT 516	Twentieth Century Literature	X		3.0
Regional				
LIT 531	Chinese Literature		X	3.0
LIT 532	Japanese Literature		X	3.0
LIT 533	Indian Literature		X	3.0
LIT 534	Turkish Literature		X	3.0
LIT 535	Middle Eastern Literature		X	3.0
LIT 542	French Literature		X	3.0
Genre				
LIT 521	Poetry		X	3.0
LIT 522	Drama		X	3.0
LIT 523	Fiction		X	3.0
LIT 524	Non-Fiction		X	3.0
Themes, Characters, and Ideas				
LIT 591	Themes in Literature		X	3.0
LIT 592	Characters in Literature		X	3.0
LIT 593	Ideas in Literature		X	3.0
LIT 599	Comprehensive Exam	X		

Course Descriptions

COURSE #		COURSE DESCRIPTION
LITERATURE		
Ancient Literature	LIT 511	Literature 511 covers Ancient literature of the Western World. Students will analyze primary texts covering the genres of poetry, drama, fiction and non-fiction, and will discuss them from different critical stances, including historical, feminist, structuralist, and deconstructivist. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, movements, authors, themes, and motifs. In addition, they will discuss the historical, social, cultural, or biographical contexts of the works' production.
Medieval Literature	LIT 512	Literature 512 covers Medieval literature of the Western World. Students will analyze primary texts covering the genres of poetry, drama, fiction and non-fiction, and will discuss them from different critical stances, including historical, feminist, structuralist, and deconstructivist. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, movements, authors, themes, and motifs. In addition, they will discuss the historical, social, cultural, or biographical contexts of the works' production.
Renaissance Literature	LIT 513	Literature 513 covers Renaissance literature of the Western World. Students will analyze primary texts covering the genres of poetry, drama, fiction and non-fiction, and will discuss them from different critical stances, including historical, feminist, structuralist, and deconstructivist. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, movements, authors, themes, and motifs. In addition, they will discuss the historical, social, cultural, or biographical contexts of the works' production.

Course Descriptions

Enlightenment Literature	LIT 514	Literature 514 covers Enlightenment literature. Students will analyze primary texts covering the genres of poetry, drama, fiction and non-fiction, and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
19 th -Century Literature	LIT 515	Literature 515 covers 19th-century literature. Students will analyze primary texts covering the genres of poetry, drama, fiction and non-fiction, and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
20 th -Century Literature	LIT 516	Literature 516 covers 20th century literature. Students will analyze primary texts covering the genres of poetry, drama, fiction and non-fiction, and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
REGIONAL LITERATURE		
Chinese Literature	LIT 531	Literature 531 covers Chinese literature. Students will analyze primary texts and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
Japanese Literature	LIT 532	Literature 532 covers Japanese literature. Students will analyze primary texts and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.

Course Descriptions

COURSE #		COURSE DESCRIPTION
LITERATURE		
Indian Literature	LIT 533	Literature 533 covers Indian literature. Students will analyze primary texts and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
Turkish Literature	LIT 534	Literature 534 covers Turkish literature. Students will analyze primary texts and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
Middle Eastern Literature	LIT 535	Literature 535 covers Middle Eastern literature. Students will analyze primary texts and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
French Literature	LIT 542	Literature 542 covers French literature. Students will analyze primary texts and will discuss them from different critical stances. They will demonstrate their knowledge and understanding of the works by responding to questions focusing on the works, authors, themes, and motifs.
GENRE		
Poetry	LIT 521	Literature 521 is a genre course focusing on poetry. It covers theories of poetry and poetics while looking closely at examples from world literature.
Drama	LIT 522	Literature 522 is a genre course focusing on drama. It covers theories of drama and theatre while looking closely at examples from world literature.
Fiction	LIT 523	Literature 523 is a genre course focusing on fiction. It covers theories of fiction while looking closely at examples from world literature.

Course Descriptions

	COURSE #	COURSE DESCRIPTION
Non-Fiction	LIT 524	Literature 524 is a genre course focusing on non-fiction. It covers theories of autobiographical writing, including memoirs, confessions, and autobiography while looking closely at examples from world literature.
THEMES, CHARACTERS, AND IDEAS		
Themes in Literature	LIT 591	Literature 591 examines themes in literature, and a close analysis of world literature and criticism.
Characters in Literature	LIT 592	Literature 592 examines characters in literature, and a close analysis of world literature and criticism.
Ideas in Literature	LIT 593	Literature 593 examines ideas in literature, and a close analysis of world literature and criticism.
Comprehensive Exam	LIT 599	Literature 599 is a comprehensive exam used to assess the knowledge of students, and serves as the exit exam for the program.

Master of Arts in Humanities: Course List

Course #	Course Name	Required Course	Elective Course	Units
Periods				
LIT 511	Ancient Humanities (to 500 AD)	X		3.0
LIT 512	Medieval Humanities (500-1300 AD)	X		3.0
LIT 513	Renaissance Humanities (1300 - 1600 AD)	X		3.0
LIT 514	Early Modern Humanities (1600-1800 AD)	X		3.0
LIT 515	Nineteenth Century Humanities	X		3.0
LIT 516	Twentieth Century Humanities	X		3.0
Regional				
LIT 531	Chinese Humanities		X	3.0
LIT 532	Japanese Humanities		X	3.0
LIT 533	Indian Humanities		X	3.0
LIT 534	Turkish Humanities		X	3.0
LIT 535	Middle Eastern Humanities		X	3.0
LIT 542	French Literature		X	3.0
Exam				
LIT 599	Comprehensive Exam	X		

Course Descriptions

HUMANITIES	Course #	Course Description
Ancient Humanities	HUM 511	Humanities 511 takes an interdisciplinary approach to the humanities of the ancient world. The course provides a solid foundation in the ideas and concepts that were either dominant or emergent, and it locates them within their historical and cultural contexts. The learner will trace developments of ideas, compare and contrast texts, and look for core belief systems and ethical stances that may inform the period's unique position with respect to discourse production. In addition to seeking new insights and views into the period, the course encourages thinking across cultures, periods, and modes of thought.
Medieval Humanities	HUM 512	Humanities 512 takes an interdisciplinary approach to the humanities of the medieval world. The course provides a solid foundation in the ideas and concepts that were either dominant or emergent, and it locates them within their historical and cultural contexts. The learner will trace developments of ideas, compare and contrast texts, and look for core belief systems and ethical stances that may inform the period's unique position with respect to discourse production. In addition to seeking new insights and views into the period, the course encourages thinking across cultures, periods, and modes of thought.
Renaissance Humanities	HUM 513	Humanities 513 takes an interdisciplinary approach to the humanities of the Renaissance. The course provides a solid foundation in the ideas and concepts that were either dominant or emergent, and it locates them within their historical and cultural contexts. The learner will trace developments of ideas, compare and contrast texts, and look for core belief systems and ethical stances that may inform the period's unique position with respect to discourse production. In addition to seeking new insights and views into the period, the course encourages thinking across cultures, periods, and modes of thought.

Early Modern Humanities	HUM 514	Humanities 514 takes an interdisciplinary approach to the humanities of the early modern western world. The course provides a solid foundation in the ideas and concepts that were either dominant or emergent, and it locates them within their historical and cultural contexts. The learner will trace developments of ideas, compare and contrast texts, and look for core belief systems and ethical stances that may inform the period's unique position with respect to discourse production. In addition to seeking new insights and views into the period, the course encourages thinking across cultures, periods, and modes of thought.
19 th -Century Humanities	HUM 515	Humanities 515 takes an interdisciplinary approach to the humanities of the nineteenth-century. The course provides a solid foundation in the ideas and concepts that were either dominant or emergent, and it locates them within their historical and cultural contexts. The learner will trace developments of ideas, compare and contrast texts, and look for core belief systems and ethical stances that may inform the period's unique position with respect to discourse production. In addition to seeking new insights and views into the period, the course encourages thinking across cultures, periods, and modes of thought.
20 th -Century Humanities	HUM 516	Humanities 516 takes an interdisciplinary approach to the humanities of the twentieth century. The course provides a solid foundation in the ideas and concepts that were either dominant or emergent, and it locates them within their historical and cultural contexts. The learner will trace developments of ideas, compare and contrast texts, and look for core belief systems and ethical stances that may inform the period's unique position with respect to discourse production. In addition to seeking new insights and views into the period, the course encourages thinking across cultures, periods, and modes of thought.

REGIONAL HUMANITIES		
Chinese Humanities	HUM 531	Humanities 531 takes an interdisciplinary approach to the humanities. It focuses on the history, art, architecture, literature, philosophy and culture of China.
Japanese Humanities	HUM 532	Humanities 532 takes an interdisciplinary approach to the humanities. It focuses on the history, art, architecture, literature, philosophy and culture of Japan.
Indian Humanities	HUM 533	Humanities 533 takes an interdisciplinary approach to the humanities. It focuses on the history, art, architecture, literature, philosophy and culture of India.
Turkish Humanities	HUM 534	Humanities 534 takes an interdisciplinary approach to the humanities. It focuses on the history, art, architecture, literature, philosophy and culture of Turkey.
Middle Eastern Humanities	HUM 535	Humanities 535 takes an interdisciplinary approach to the humanities. It focuses on the history, art, architecture, literature, philosophy and culture of the Middle East.
Comprehensive Exam	HUM 599	Humanities 599 is a comprehensive exam used to assess the knowledge of students, and serves as the exit exam for the program.

Faculty

Faculty Profiles

Susan Smith Nash, Ph.D. (Ph.D., English, University of Oklahoma, 1996) has developed award-winning online education programs and has taught and developed courses at graduate and undergraduate levels, as well as lifelong learning. She has worked with numerous international initiatives and partnerships. Nash has published extensively in print and in electronic journals on distance learning and using technology in the teaching of interdisciplinary studies, writing, and the humanities, and is the recipient of grants and literary honors. Recent work includes chapters for peer-reviewed publications on mobile learning, learning objects, and learning with virtual worlds. In addition, she has published articles and reviews on literature, and produces articles, podcasts, and online video for online publications. Her books include collections of essays, poetry, short stories, novels, and translations. *Moodle 1.9 Teaching Techniques*, coauthored with William Rice, was published in 2010. *Excellence in College Teaching and Learning*, coauthored by George Henderson, was published in 2007 by Charles C. Thomas Press, and received favorable reviews. Her latest novels, *Otozna Boginja*, and *Klub Dobrih Dejanj* (2008) were published by Sodobnost, in Ljubljana, Slovenia. Her books of essays, *E-Learner Survival Guide* (2009), and *Leadership and the E-Learning Organization* (2006), were featured in the Distance Education Report, *Career College Central* (November 2009) and at elearners.com.

Robert Murray Davis (Ph.D., English, Wisconsin, 1964) has taught at nine universities (five in the U.S., four abroad), has reviewed books in thirty different periodicals, has published numerous scholarly articles and essays. His twenty-five books, written and edited, include *Evelyn Waugh, Writer* (1981), *Playing Cowboys: Low Culture and High Art in the Western* (1992), *Mid-Lands: A Family Album* (1992), and *The Ornamental Hermit: People and Places of the New West* (2004). His *After the Deluge, Us: Central European Writing after Communism* is scheduled for publication in 2007. A professor emeritus of the University of Oklahoma, he now lives in Arizona.

Valerie Fox, Ph.D. is a professor of English and World Literature at Drexel University. After earning her Ph.D. at the University of Binghamton, part of the State University of New York system, Fox taught at universities in Japan, where she also studied Japanese literature. The author of numerous articles, poems, and collections of poetry, Fox has also edited scholarly and creative publications. In addition to teaching in traditional settings, Fox also teaches and develops online courses.

Priscilla Hunter (Ph.D., Spanish, Louisiana State University, 1979) teaches at Southern Oregon University and has taught at four other universities, including the Universidad Centro Americana in Managua. Her teaching and research interests include cultural studies, women's studies, translation, and the literature and cinema of Spain and Latin America, with emphasis on narrative. She completed three summers of post-doctoral study in Hispanic Civilization and Culture at New York University (1984) and she has studied creative writing with Lawson Inada, Judith Barrington, Naomi Shihab Nye, Yusef Komunyakha, and Marvin Bell, among others. Outside the U.S. she has lived in Nicaragua and Argentina; in addition, she has done considerable research in Spain and Latin America. Her work as a freelance translator and an interpreter has been both in the U.S. and abroad. Her translations include poetry by Pablo Neruda and Vicente Aleixandre and plays by Antonio Gala and William Shakespeare. She has five Spanish textbook reviews and more than 25 conference presentations. Her publications include critical articles on Ernesto Cardenal and Manuel Puig, translations of short stories by E. Sánchez Abulí (/ Torpedo 36/), and her poetry.

Kemal Silay (Ph.D., Turkic Studies, Indiana University, 1993). served as Assistant Professor of Near Eastern Languages and Civilization at the University of Washington in Seattle. In 1997, he returned to his alma mater, Indiana University to become the holder of the Ottoman and Modern Turkish Studies Endowed Chair. Throughout his academic career, he has been teaching a wide variety of undergraduate and graduate courses, from "Islamic Civilization" to "Islamist Jihad"; from "Medieval Ottoman Manuscripts" to "Contemporary Turkish Media." Among his books are Nedim and the Poetics of the Ottoman Court: Medieval Inheritance and the Need for Change (1994); An Anthology of Turkish Literature (1996); and Ahmedi's History of the Kings of the Ottoman Lineage and Their Holy Raids against the Infidels (2004). He received his M.A. in Turkic Studies from Indiana University, Bloomington in 1990, and his Ph.D. in 1993.

Susan Halloran McKinnis (Ph.D., English, Oklahoma, 1998) has been involved in college teaching and curriculum development since 1988. A veteran teacher of college writing and literature courses, Dr. McKinnis has also created a variety of English course offerings, including genre studies, survey classes, and, most recently, an online undergraduate writing and research class. A specialist in medieval drama and feminist studies, Dr. McKinnis has developed courses and programs to promote an understanding of medieval women's contributions to literature. Dr. McKinnis teaches English at Allen County Community College in Iola, Kansas.

David C. McPherson was Assistant Professor of English at the University of California, Santa Barbara, 1966-72, Associate Professor, University of New Mexico, 1972 -77, and Professor, UNM, 1977-2000. He is now Professor Emeritus at UNM. He is best known for his book *Shakespeare, Jonson, and the Myth of Venice* (Newark: University of Delaware Press, 1990). The book is a study of the reputation of Venice during the Renaissance and how knowing that reputation can help us understand three important English plays set in Venice: Shakespeare's *The Merchant of Venice* and *Othello* and Ben Jonson's *Volpone*. He is also known for his monograph *Ben Jonson's Library and Marginalia: An Annotated Catalogue* (Texts and Studies issue, *Studies in Philology*, 1974 (106 pages). In addition he is author of twenty articles on Renaissance literature and drama in scholarly journals from 1968 through 2002 and has published numerous book reviews in scholarly journals and given many papers at conferences. He reads Italian, Latin, French, Spanish, and German. He received his B.A. from Hardin-Simmons University, Abilene, Texas, in 1957, and both his M.A. (1962) and his Ph.D. (1966) from the University of Texas at Austin.

Robert F. Sayre Professor of English, Emeritus, the University of Iowa, is the author of *The Examined Self: Benjamin Franklin, Henry Adams, Henry James* (Princeton Univ. Press, 1964; Univ. of Wisconsin Press, 1988) and editor of *American Lives: An Anthology of Autobiographical Writing* (Univ. of Wisconsin Press, 1994). He is also the author of *Thoreau and the American Indians* (Princeton Univ. Press, 1977) and editor of Thoreau for the Library of America and of *New Essays on Walden* (Cambridge Univ. Press, 1992). He has been a Guggenheim Scholar, a Fulbright Lecturer in Sweden, and also taught at the University of Copenhagen and the University of Montpellier, France. His other interests include landscape history and environmental history. He lives in Iowa City, Iowa.

Frederic Will (Ph.D. in classical literature from Yale University, 1954) has had an impressive career, which has included co-directing the University of Iowa Writer's Workshop and serving as president of a small independent college. The author of numerous articles and books, as well as poetry and fiction, Professor Will has been a Fulbright Lecturer in Cote d'Ivoire, and has received recognition for his scholarship. He lives in Mount Vernon, Iowa.

Special Advisor

Edward Halsey Foster, Ph.D. is professor of English and American literature at the Stevens Institute of Technology and editor of *Talisman: A Journal of Contemporary Poetry*. Author of *Understanding the Beats*, Foster has served as a visiting professor at Drew University, the University of Istanbul, and Hacettepe University in Ankara, Turkey.

Courses and Instruction

Professor	HU Courses	Programs Taught at Other Institutions (Partial Listing)
Dr. Susan Smith Nash	LIT 511 – 516	Undergraduate and Graduate Humanities University of Oklahoma Excelsior College
Dr. Robert Murray Davis	LIT 513 - 516	Undergraduate and Graduate Humanities University of Oklahoma
Dr. Priscilla Hunter	Lit 513-516; Hum 513-516	Undergraduate and Graduate Humanities University of Southern Oregon
Dr. Kemal Silay	Lit 534; Hum 534	Undergraduate and Graduate Humanities Indiana University
Dr. Valerie Fox	Lit 532; Hum 532	Undergraduate and Graduate Humanities Drexel University
Dr. Edward Halsey Foster	Lit 512-516; Hum 513-516	Undergraduate and Graduate Humanities Stevens Institute in Technology
Dr. Susan Halloran McKinnis	Lit 512; Hum 512	Undergraduate Humanities University of Oklahoma and Allan County Community College
Dr. David McPherson	Lit 513-514; Hum 513-514	Undergraduate and Graduate Humanities University of New Mexico
Dr. Robert Sayre	Lit 524; Hum 516	Undergraduate and Graduate Humanities University of Iowa
Dr. Frederick Will	Lit 542; Hum 511-516; Lit 511-516	Undergraduate and Graduate Humanities University of Iowa

Academic Procedures

The University Year

Students may enter their programs at any time during the calendar year. Courses begin at the beginning of the month.

Semester Credit Units

Semester units are used to measure course credit. A semester unit is defined as a minimum of 15 contact hours of instruction. Additional time must be invested by the student to assure appropriate preparation for interaction with classmates and instructors and the research, reading and other field work required to properly complete educational assignments.

Distance Learning Instruction Students

Our distance education programs are structured to maximize your interaction with your instructor while maintaining autonomy over your academic schedule. Therefore, each distance learning student is afforded the freedom to establish his or her schedule, but regular contact with the instructor is a requirement that must be met. Such contact will help guide and maintain your progress towards the completion of assignments and courses. Such contact better assures we may more readily assist you in resolving any problematical aspects of your program. Instructors are authorized to factor the frequency, timeliness and adequacy of your communications into the assignment of a grade for any given assignment or for the course as a whole.

Allowances for interruptions in communications with instructors due to illness or personal emergency will be handled on a case-by-case basis between the student and instructor. Students are encouraged to use E-mail to keep instructors fully informed of such circumstances. Arrangements to make up work missed and return to an agreed schedule should be initiated by the student and established with the instructor. If you are unable to stay on schedule due to unusual circumstances, please attempt to seek an accommodation from your instructor, or, if required, seek an official leave of absence.



Academic Freedom

Humanities University is committed to assuring full academic freedom to all faculty. Confident in the qualifications and expertise of its faculty members, the college encourages its faculty members to exercise their individual judgments regarding the content of the assigned courses, organization of topics and instructional methods, providing only that these judgments are made within the context of the course descriptions as currently published, and providing that the instructional methods are those official sanctioned by the institution, methods for which the college has received oversight approval.

This institution's ownership believes that the most important diversity that can accrue to the benefit of students is the diversity of thought that results from free discussion, the open expression of view-points and opinions on the subject matter at hand, and the diversity of thought that results from the free exercise of research and original thinking in the academic fields related to the institution's course offerings.

Therefore, Humanities University encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views, however controversial, as long as they believe it would advance understanding in their specialized discipline or disciplines.

Grades and Standards

Grades are awarded on a traditional graduate program A, B, C, F system. The minimum passing grade is a C-. The minimum allowable grade point average to maintain satisfactory progress is a B, or 3.0.

In calculating a student's grade point average, the following policy applies:

A	4 Grade Points
B	3 Grade Points
C	2 Grade Points
F	0.00 Grade Points

If the student has not completed the coursework and earned a grade at the end of the course, the instructor may issue one of the following grades.

I Incomplete If the course has not been completed, the instructor may grant an I on a two-month extension of the term, at no additional tuition cost, when the student is making satisfactory progress and the instructor believes that an extension of time will permit satisfactory completion. At the end of this period, a final grade must be recorded.

W Withdraw The student may withdraw from any course before the end of the term. At the end of the term, the instructor may withdraw the student from the course and issue a W when the instructor believes the student's progress is insufficient to warrant an extension. A student who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study

Academic Standing / Progress

The minimum allowable grade point average to maintain satisfactory progress is a B, or 3.0.

Student Services

Privacy Act, Student Records and Transcripts

It is this institution's intent to carefully follow the rules applicable under the Family Education Rights and Privacy Act. It is our intent to protect the privacy of a student's financial, academic and other school records. We will not release such information to any individual without having first received the student's written request to do so, or unless otherwise required by law.

Student Records

Student records for all students are kept for five years. Transcripts are kept for fifty years. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Should a student find, upon review, that records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter.

Transcripts

Transcripts are kept for fifty years.

English as a Second Language Instruction

This institution does not provide ESL instruction.

Visa Services

This institution offers indirect instruction. Therefore, no visa services are required.

Placement Services

Humanities University does not offer placement services.

Academic Advisement

There are a limited number of issues that a student will encounter. Since we offer only two degree programs, and since the course requirements are clearly presented in the university's catalog, the primary issue will be which electives to select. Should a student not maintain continuous enrollment, an issue may arise regarding the student's options in completing a program under the original requirements established in the catalog published at the time of the student's original enrollment, or completing a program per the requirements of the currently published catalog. These are the types of issues to be addressed in Academic Advisement.

Student Housing

This institution does not operate dormitories or other housing facilities as all instruction is offered in distance learning programs. The institution has no responsibility to assist a student in finding housing.

Library Resources

The Humanities University subscribes to a high-quality electronic databases. Subscriptions to full-text services provide web access to journals, magazines, and newspapers. The library's electronic resources are available to all students.

Special Collections: These will consist of materials that have been acquired by the Humanities University and belong to the collection. Access will be made to registered students, faculty, and staff.

Subscription Services to full-text and bibliographic resources.

Consortia and Cooperative Arrangements: Partnerships and cooperations will expand students' access to digital resources.

Library Holdings and Services

EbscoHost Electronic Journal Service

<http://ejournals.ebsco.com/info/ejtitles.asp>

JSTOR

<http://www.jstor.org>

Chadwyck-Healey Database http://www.proquest.com/en-US/access/connect_ch.shtml



Regulations and Policies

Student Conduct

Students are expected to behave professionally and respectfully at all times. Students are subject to dismissal for breaches of security, for any inappropriate or unethical conduct or for any act of academic dishonesty.

Leaves of Absence

Should circumstances be such that a leave of absence is to be requested, a student must submit an application for a leave of absence. At the discretion of the Chief Academic Officer, a leave may be granted for a reasonable time, as warranted by the circumstances. If a student repeatedly resorts to the use of a leave of absence, and if such applications show a pattern of delays, or should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, the Chief Academic Officer may, in his/her sole discretion, dismiss a student from the program and issue the appropriate refunds as may be required.

Nondiscrimination Policy

This institution is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the Chief Operations Officer who is assigned the responsibility for assuring that this policy is followed.

Challenge Examinations and Credit for Experiential Learning

The University does not award credit for satisfactory completion of CLEP or other comparable examinations. This institution does not award credit for experiential learning.

Student Grievance Procedures

This institution is dedicated to fair dealing and professional conduct. Should any student have a complaint, the student is asked to discuss the matter directly with an instructor or administrator. That instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith.

That informal process will involve three steps: 1: an effort to define the problem, 2: an effort to identify acceptable options for resolution, and 3: an attempt to resolve the conflict through the application of one or more of those options for resolution. The student may thereafter choose to file a written complaint directly with the institution's Chief Academic Officer who will work to resolve the matter. The Chief Academic Officer is the individual designated to resolve student complaints. That individual will investigate all formal (written) complaints, endeavor to resolve all such complaints, and record an entry into the institution's official log.

The formal process will involve 1. The student's submission of a written description of the specific allegations and the desired remedy, accompanied by any available documentary items. The filing deadline is 60 days after the beginning date of the term following that in which the dispute(s) occurred or are alleged to have occurred. 2. The student may terminate the formal process should, in the interim, the informal process produce a satisfactory resolution. 3. The Chief Academic Officer will notify all parties involved of the receipt and nature of the grievance. If a policy is being grieved, the administrator responsible for the policy will be notified. 4. A timeline for resolution will be delivered to the principals by the Chief Academic Officer. 5. Interested parties will communicate with the CAO in order to make recommendations to resolve the grievance. 6. The party responsible for implementing the selected method of resolution will notify the principals of the decision reached. In the event that a student does not agree to the resolution proposed, the student retains the right to file a complaint with the Bureau for Private Postsecondary Education, Sacramento, CA.

Sexual Harassment

This institution is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment. No one associated with this institution may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual's body; or display sexually suggestive objects or pictures at any facility or other venue associated with this institution. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

Academic Transfer of Credit Policy

All entering students must arrange to have original transcripts sent to Humanities University. These arrangements are to be made at the time of the student's application. Upon receipt of these transcripts of high school completion and college level course/degree completions, the Chief Academic Officer will review the documents and make the assessment of the transferability of each course appearing on the transcripts. As part of that assessment, the Chief Academic Officer will assure that the student's GPA for all transferred units meets or exceeds the 3.0 minimum required.

Should the transcripts be from overseas, those documents will be photocopied. The copies will be retained by this institution. The originals will be forwarded, by mail, to an independent Transcript Evaluation Service. Upon return of the documents, the CAO will review the correspondence received from the Transcript Evaluation Service and return all received documents to the student's official file. At that time, the CAO will respond, in writing, to the applicant and document either: the acceptance of the credit or will document the specific courses which are transferable, which are not, and what further action will be required of the student in order to meet the published academic entrance requirements for the selected degree program.

The Process of Establishing Equivalency

Each document will be examined to assure that the work accepted is clearly indicated, by the issuing institution, to be degree appropriate coursework. Should the documents received on behalf of a given student not be specific in this regard, the CAO will contact the issuing institution, by e-mail or regular mail in order to obtain further information upon which to make that determination. Questions of the equivalency of credit from overseas institutions will be submitted to the Independent Transcript Evaluation Service.

Notice Concerning Transferability of Units and Degrees Earned at our School

The transferability of credits you earn at Humanities University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the graduate degree or credits you earn in Humanities University's Master of Arts in Humanities or Master of Arts in World Literature is also at the complete discretion of the institution to which you may seek to transfer. If the credits or graduate degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Humanities University to determine if your credits or undergraduate degree will transfer.

If the institution has a general student brochure, the institution shall provide that brochure to the prospective student prior to enrollment. In addition, if the institution has a program-specific student brochure for the program in which the prospective student seeks to enroll, the institution shall provide the program-specific student brochure to the prospective student prior to enrollment.

An institution shall provide the school catalog to any person upon request. In addition, if the institution has student brochures, the institution shall disclose the requested brochures to any interested person upon request.

This institution has not entered into an articulation or transfer agreement with any other college or university.

Teaching Philosophy

Focus on Authors, Texts, and Ideas

By closely reading, contemplating, discussing and writing about readings and issues, students are able to classify their knowledge, engage in meaningful exchanges of ideas, and to make connections to their own experiences or prior knowledge. Further, they are able to expand their ability to relate to other cultures and institutions, synthesize across disciplines, think critically by analyzing their own arguments as well as those of others.

As students progress through the Humanities University's curriculum, they will find ideas that engage them and which are relevant to their intellectual interests. In addition, they will be able to cross disciplines to contemplate a research problem or set of literary texts that encourage conversations about ideas. The goal is to look at each text, problem or idea from multiple perspectives.

Upon completion of the program, the successful student will be able to coherently discuss ideas and to present them in such a way that encourages multicultural understanding, conflict resolution, respect for difference (including gender), and enriching dialogue.

Structure

The general approach to the courses incorporates Bloom's Taxonomy. Specifically, the courses approach learning in the following ways:

Knowledge of Interdisciplinary Texts and its Contexts and Critical Constructs

Students will study primary texts as well as secondary texts, which will be comprised of historical documents, criticism, author biographies, geopolitical contexts, and philosophical treatises that detail the relevant histories of ideas. Further, the student will be required to gain a familiarity of numerous critical approaches and constructs which include but are not limited to structural, post-structural, historical, deconstructive, new historicism, post-colonial, gender studies, eco-feminism, and other critical approaches.

■ **Comprehension of the Texts, the Concepts, and the Critical Transformations that Engender Multiple Interpretive Possibilities**

In addition to assuring that students understand the texts and their contexts, an emphasis on ethics and the ethical application of knowledge will be important. The student is expected to enter the world as a responsible citizen with a responsibility to respect others and to be able to discern supportable arguments and claims from "interested" texts that embody agendas or destructive subsurface motives from claims and interpretations of texts that respect both the facts and objectivity.

■ **Application of Concepts and Critical Approaches for Unique Insights**

The meta-cognitive approach is to use the particular to generalize to create abstractions, or to look at the particular from multiple critical vantage points in order to deconstruct the abstraction or generalization that, heretofore, had been considered an unquestioned given.

■ **Analysis**

The careful analysis of texts will allow the student to develop the ability to differentiate between supportable facts, claims, and statements, and inferences or unsupportable and/or illogical positions.

■ **Synthesis**

The program requires the individual to bring together numerous works of literature in order to build an intellectual framework, and then to find new interpretive possibilities and new meanings and insights.

■ **Discussion:**

A cornerstone of the pedagogical approach used by the Humanities University is interactivity, debate. Discussion between students will help bridge gaps in understanding between cultures, people from different backgrounds. By examining key ideas, students will learn the benefits of seeing from different points of view. By discussing key authors and including overviews of the work, life, times, and contexts, students will see how different meanings can arise as the process of analysis and interpretation lead to diverse findings.

Evaluation, Assessment, and Appraisal of Claims, Conclusions, and Arguments

The application of critical approaches, and the willingness to engage in in-depth discussions and to write about their reading experiences obliges the student to take the time to research historical, cultural, religious, environmental and literary contexts to gain an appreciation for the existence of and the provenance of ideas. Critical thinking allows individuals to see the connection between one's sense of self, identity, nation, and community and the kinds of contexts (literary and other) that inform one's thinking.

Approach

Humanities University focuses on texts, ideas, interactions, collaborations, and mentoring to make humanistic education available worldwide. Through effective and innovative distance instruction, the Humanities University intends to reach the widest possible audience. Humanities University aims to develop trained people to be also learned people by complementing professional education with humanities.