

1.) DATE: <b>August 2, 2013</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HUM</b> Number: <b>250</b> Title: <b>Ideas and Values in the Humanities</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;  Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>RODNEY FREEMAN</b> PHONE: <b>623-935-8451</b> FAX: <b>623-935-8480</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) <b>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</b> <u>Core Areas:</u> <b>Literacy and Critical Inquiry (L)</b> <u>Awareness Areas:</u> <b>Select awareness area...</b>	
6.) <b>On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.</b>	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC      prefix <input checked="" type="checkbox"/> Elective  Current General Studies designation(s): <b>L, HU, H</b>  Effective date: <b>2013 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <b>District-wide course competencies/outline</b>	
Chair/Director: <b>RODNEY FREEMAN</b> Chair/Director Signature: <b>Emailed approval to M. Chavira</b>	

AGSC Action:      Date action taken:       Approved       Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>	<p>The grading breakdown in the syllabus shows that 700 of the 1000 points in this class (70%) depend on writing: Two take-home essay examinations: 30% of course grade Three analytical paper assignments: 30% of course grade Two reaction paper assignments: 10% of course grade Please see the following examples: Take-home Essay Exam 1; Instructions for Analytical Paper Assignment (A Day in the Life); Instructions for Reaction Paper Assignment (Museum Visit).</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: yellow;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div>			
C-1			

## ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	The assignments described in the syllabus and the examples provided of these assignments (listed in Criterion 1) show clearly that students are required to gather, interpret, and evaluate evidence in their written assignments (also see MCCC'D's Official Course Description & Competencies). The guidelines given to students for completing these written assignments provide additional evidence that this criterion is met (see "Authoritative Sources in Research Papers" and "HUM Writing Rubric").
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1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".



## ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p>	<p>The syllabus (page 5) lists seven substantial writing assignments: Two take-home essay examinations (minimum of 1500 words each); Three analytical paper assignments (minimum of 1000 words each); Two reaction paper assignments (minimum of 500 words each). Please see the following examples: Take-home Essay Exam 1; Instructions for Analytical Paper Assignment (A Day in the Life); Instructions for Reaction Paper Assignment (Museum Visit).</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p>			
<p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p>			

C-3

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>The "Assignment Policy" in the syllabus (page 5) states that students will receive feedback within 7-10 days after assignments are turned in, Also, students are required to submit a draft of their first Analytical Paper assignment to the Writing Center in time to make revisions before it's due (please see the last page of Analytical Paper instructions).</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p>			
C-4			

Course Prefix	Number	Title	Designation
HUM	250	IDEAS AND VALUES IN THE HUMANITIES	L

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.	More than 50% of the total points possible in HUM251 are earned through analytical compositions critically analyzing the interrelationships of art, architecture, literature, music and philosophy.	See Syllabus: "Percentages of points in the course by category", page 5
CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	The composition tasks for the course, the three analytical papers and the two essay examinations, require students ---engage in research on specific topics using peer-reviewed journal articles and approved texts; ---interpret the research and build upon their knowledge; ---evaluate the evidence found in their research as applied to the course content and convey this information in their composition tasks.	COURSE COMPETENCIES: 1, 2, 3, 4, 5  See Syllabus: "Assignment Policy" page 4 paragraphs 1 and 2.  "Paper One: A Day in the Life" is attached as an example. It requires students research a culture and a time using authoritative sources (note "Authoritative Sources in Researched Papers" handout); reflect upon and analyze their findings on what life was like for a person at that time in that culture based upon their research; and convey the information using authoritative support in an essay a minimum of 1000 words in length.
CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.  -----  CRITERION 4: These substantial writing or speaking assignments should be arranged so	The syllabus includes three analytical essays, two essay examinations, and two reaction papers.  These composition tasks include: ---Three analytical papers with lengths over 1,000 words each. These essays are 100 points each totalling 300 points out of 1000 for the course.	See Syllabus page 4 and 5  See "Calendar of Assignments"  See "Essay Examination 1" attached as an example  See "Paper One: A Day in the Life" attached as an example)  See Reaction Paper "Museum



<p>that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</p>	<p>---Two essay examinations with lengths over 1,500 words each. These essay examinations are 150 points each totalling 300 points out of 1000 for the course.</p> <p>---A museum and a performance written reaction papers are required with lengths over 500 words each. These critiques are 50 points each totalling 100 points for the course.</p> <p>---The total writing requirement for the course is over 7,000 words total for 70% of the total points in the course (700/1000).</p> <p>-----</p> <p>With the analytical essays, the essay examinations, and the reaction papers students receive feedback within 7-10 days. The feedback provided focuses upon the elements found in the attached writing rubric: critical and analytical content, analysis of the evidence gained during their research, effectively using that information to support their points, and mechanics/structure. The emphasis is critical thinking and effective communication.</p> <p>Students must submit their first analytical essay to the Writing Center and provide a copy of this initial submission and the Writing Center evaluator's comments with their revised essay.</p>	<p>Visit Assignment" attached as an example)</p> <p>-----</p> <p>See Syllabus "Assignment Policy" regarding 7-10 day feedback provision from me on page 5; also see the Writing Center Feedback submission requirement in "Paper One: A Day in the Life" writing assignment (note attachment, powerpoint slide 14)</p>
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**Official Course Description: MCCC CD Approval: 10-26-1999****HUM250 2000- Fall - 9999**LEC 3.0 Credit(s) 3.0 Period(s) 3.0 Load  
Acad**Ideas and Values in the Humanities**

An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures.


**Prerequisites:** ENG101.**Course Attribute(s):**

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]

General Education Designation: Literacy and Critical Inquiry - [L]

[Go to Competencies](#) [Go to Outline](#)**MCCC CD Official Course Competencies:****HUM250 2000- Fall - Ideas and Values in the Humanities  
9999**

- 
1. Describe religion and art in early civilizations. (I)
  2. Describe major aspects of the historical development, philosophy, art, and literature of early Hellenic, and Hellenistic Greece. (II)
  3. Describe major aspects of the historical development, philosophy, art, and literature of ancient Rome. (III)
  4. Describe the development of the arts and philosophy of the Middle Ages. (IV)
  5. Describe the rise of secularism and humanism in the arts during the Renaissance. (V)

[Go to Description](#) [Go to top of Competencies](#)**MCCC CD Official Course Outline:****HUM250 2000- Fall - Ideas and Values in the Humanities  
9999**

- I. Early civilizations
  - A. Religions
  - B. Art
- II. Greece
  - A. Historical overview
  - B. Philosophy



- C. The arts
- III. Rome
  - A. Historical overview
  - B. Philosophy
  - C. The arts
- IV. The Middle Ages
  - A. Historical overview
  - B. Philosophy
  - C. The arts
- V. Renaissance
  - A. Historical overview
  - B. Philosophy
  - C. The arts

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)

**Course Description:**

An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures. Prerequisites: ENG101.

**Course Competencies:**

1. Describe religion and art in early civilizations.
2. Describe major aspects of the historical development, philosophy, art, and literature of early Hellenic, and Hellenistic Greece.
3. Describe major aspects of the historical development, philosophy, art, and literature of ancient Rome.
4. Describe the development of the arts and philosophy of the Middle Ages.
5. Describe the rise of secularism and humanism in the arts during the Renaissance.

**Instructor:**

Rod Freeman

office: MON 248

office hours:

Mondays, Wednesdays, and Fridays

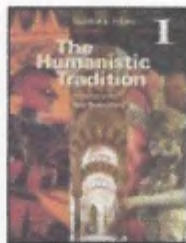
9 a.m. to 10 a.m.

Tuesdays and Thursdays

10 a.m. to 11 a.m.



email: [rod.freeman@estrellamountain.edu](mailto:rod.freeman@estrellamountain.edu)

telephone: 623.935.8451

**Required Textbook**

Fiero, Gloria K. *The Humanistic Tradition: Prehistory to the Early Modern World*. Volume I. 6th Edition. San Francisco: Prentice Hall, 2011.

**Student Academic Achievement - Important Abilities**

The  and the  symbols denote projects which offer you the opportunity to enhance your abilities in these two very important areas. Whether you are going on to a university or moving immediately into the workforce, remember, these abilities will give you an edge that can help you succeed.

Communication and Critical Thinking are currently being integrated into a wide variety of Estrella Mountain courses. By integrating these abilities into a variety of courses offered at the college, students benefit twice. They learn course content and they develop these important abilities to enhance student success in academic and professional pursuits. At Estrella Mountain, Communication and Critical Thinking are defined as follows:

#### Communication



A student who effectively communicates:

1. Responds to an audience.
2. Demonstrates a clear sense of purpose.
3. Organizes information.
4. Delivers information using appropriate language.

#### Critical Thinking



A student who thinks critically, processes, synthesizes, and applies information to solve problems by:

1. Identifying the problem.
2. Developing and implementing strategies.
3. Evaluating information.
4. Reaching conclusions.
5. Responding to the problem.

#### Class Attendance and Participation Policy:

You are expected to attend class on time for each scheduled class session. Each student is responsible for obtaining information and assignments given during a missed class meeting prior to the next class meeting. Consult the schedule of classes for information regarding major assignments.

Absences in excess of the number of times the class meets per week may result in withdrawal from the course with a W (withdrawal passing) or Y (withdrawal failing) per college policy.

If, due to circumstances beyond your control, you acquire excessive absences, you may request permission from the instructor to remain in the course by scheduling an appointment to discuss a way to make up for those absences. Failure to do so will result in either course withdrawal or grade reduction.

Class participation is defined as attending class each class meeting and actively participating in classroom and online discussions, interactive group activities, and other class activities. Class participation is an essential part of your final grade.

Students are expected to arrange non-emergency medical appointments, travel, etc. during those times of the day and week which do not conflict with class meetings. Such absences are not consid-



ered excused in college. Consult the current college catalog for more information regarding excused absences.

#### Communication Policy

Every student must have an active and working email address. Every student must post his/her email address in Blackboard and make the email address visible using the Personal Information Tools.

To edit your personal information in Blackboard, follow these steps:

- Click the My Institution tab
- Click Personal Information
- Click Edit Personal Information
- Enter your correct and active email address in the appropriate box
- Click Submit
- Click OK
- Click Privacy Options
- Check the first box which indicates Email Address
- Click Submit
- Click OK

Email sent to the instructor must comply with the following procedure:

1. Course name and section must be written in the subject box (HUM251 1630 for example, or the mail will not be opened.
2. Include your first and last names after your email message
3. Email that does not follow this communication policy and procedure will not receive a response.
4. Email without a first and last name will not receive a response.

I will endeavor to return all emails sent to me within 24 hours Monday through Thursday.

You may also wish to set your cell phone to receive announcement updates via text messaging

“There is a new system of communication that is now available for the EMCC Community. [clearTXT](#) is a product that integrates with Blackboard and allows text messages to be sent to mobile phones. Class announcements, assignments, schedule changes, emergency alerts, and campus news, can easily be delivered to mobile phones. With clearTXT, our campus community can stay connected.”

To “opt in” to this feature, consult the student tutorial in ENH 230 Blackboard/Academic Resources/ Student Support/Technical Support/ClearTXT

#### Technology Policy

All written assignments submitted electronically for the course as attachments must be Microsoft Word compatible (.doc format).

All assignments which must be submitted online must follow the submission requirements detailed in that assignment.

- Do not email assignments to your instructor as they will not be accepted for credit.
- Do not submit assignments to the Digital Drop Box.

Please refer to the E-Learning page and Blackboard tutorials for technology assistance. These resources are found at <http://www.maricopa.edu/blackboard/Movies/menu.htm>. You are encouraged to review these tutorials as needed throughout the semester. Your instructor is not the technology support staff. Questions and problems concerning technology, computers, Blackboard, software, etc. must be directed to the Information Commons in Estrella Hall: 623-935-8150. A 24/7 Maricopa Blackboard help desk is available at <http://www.maricopa.edu/blackboard/help.html>. It is the student's responsibility to be proficient in using Blackboard, its required processes, and any computer programs they use to complete the course in order to be successful this learning environment. Students need to be proactive in ensuring they are skilled in Blackboard's processes in order to complete all assignments on time. Technology excuses ("my computer did not send the file" or "my printer ran out of ink" or "my file got erased by my cat") for late or incomplete assignments will not be accepted.

C-2

#### Assignment Policy

A focal component of this class is **research, analysis, and evaluation**. An essential skill for success in life, the academy, and the workplace are effective communication both orally and written. In this class you will write papers and examinations totaling over 7000 words.

C-2

One expectation of academic endeavor is to **investigate and delve into materials beyond what is provided in the textbooks and in class necessitating students to extend their inquiry to be successful. This extension includes consultation of scholarly materials available in online, bookstore, and library resources.** A student will need to spend approximately 2½ hours reading, studying and writing for every 1 hour spent in the classroom. Thus, a 3 credit-hour class requires a student to spend at least 7½ hours per week engaged in reading, writing and study in addition to the class meeting hours.

All readings and assignments must be completed prior to the date listed on the schedule of classes. All assignments submitted in the course must be word processed and follow the technology policy above. A clear writing style and correct grammar, mechanics, and spelling are expected. Points will be deducted for unclear and/or incorrect writing. Note the course rubric for written assignments.

To receive full points written assignments must conform to the following manuscript characteristics:

- black type on 8½ by 11 inch white paper
- double spaced
- 1 inch margins top, bottom and sides
- word processed in standard (without ornamentation) 12 point font (Helvetica or Times)
- stapled in the upper left hand corner prior to class (no unstapled, paper-clipped, folder, or report covered submissions will be accepted)

- the first page bears the student's name, course number and section, and date in the upper left hand corner
- all subsequent pages bear the student's last name followed by the page number in the upper right hand corner of the page.
- assignments should conform to standard English mechanics and spelling

Assignment specifics and submission policies are available under the "Assignments" section of your Blackboard Course menu. All assignments must be submitted on or before the due date with in class assignments submitted at the beginning of the class. Late assignments will be reduced the equivalent of one letter grade for every day late. **I will return your graded essays within 7-10 weekdays with feedback and comments.**

There are no provisions in the course for make-up or extra credit work.

General Percentages of points in the course by category:

Assignments and Quizzes	20%		200 points
Class Participation	10%		100 points
Examinations (2)	30%	3000 words min.	300 points
Analytical Papers (3)	30%	3000 words min.	300 points
Reaction Papers (2)	10%	1000 words min	100 points
Total		7000 words min	1000 points

C-2

C-1

#### Assignment and Course Grading Scale

You may figure your grade on a day-to-day basis if you wish. Simply take a percentage of the total points awarded and the total points possible. The percentage converts into a letter grade in the following manner:

90% - 100%	1000 - 900 points	A
80% - 89%	899 - 800 points	B
70% - 79%	799 - 700 points	C
60% - 69%	699 - 600 points	D
0% - 59%	599 - 0 points	F

#### Academic Integrity Policy

All students assume as part of their obligation to the college the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action to include an automatic "0" for the entire assignment and often failure for the entire course.

Academic misconduct includes but is not limited to misconduct associated with the classroom, laboratory, or clinical learning process. Some examples of academic misconduct are cheating, plagiarism, and excessive absences. For more information, refer to the current College Catalog.



**Respect for Others**

In order to ensure continuity of instruction and learning, beepers, pagers, cell phones, and all other electronic devices must be turned off before entering the classroom. Food is never allowed in the classroom.

**Disability Policy**

The college will make reasonable accommodations for persons with documented disabilities, including learning disabilities. Students should notify Ramona Shingler in Komatke Hall B (623-935-8935) and their instructors as soon as possible of any special needs.

**Disclaimer**

All provisions in this syllabus are subject to revision by the instructor. Such revisions, if any, will be announced in class. The student is responsible for making note of all such announcements concerning syllabus revisions and assignments, and, in the case of absence or tardiness, to contact the instructor to determine if any such announcements, revisions, or assignments were made while the student was absent from class.

# HUM250 Ideas and Values in the Humanities

## EMCC Fall 2012 Schedule/Calendar of Assignments

Each assignment folder/Unit should be available the week before that content is covered.

- Complete readings, media, and online quizzes within the appropriate folder prior to the beginning of the first class of the week listed in this course "Schedule of Classes."
- Complete any posted discussions, papers, and assignments within the appropriate folder prior to the beginning of the second class of the week listed in the course "Schedule of Classes"

Be certain to check periodically for updates and changes in the course. Of course you may always complete textbook readings prior to the week if you wish to get ahead in your studies.

### Course Content/Assignments

#### Week 1

August 21-23 Course Introduction and Syllabus

#### Week 2

August 28-30 "Prehistory"

#### Week 3

September 4-6 "Chapter 1: Mesopotamia: Gods, Rulers, and the Social Order"

#### Week 4

September 11 "Chapter 2: Africa: Gods, Rulers, and the Social Order"

C-1

C-2

**Due: "Paper 1: A Day in the Life" (note handout)**

September 13 "Chapter 3: India, China, and the Americas"

#### Week 5

September 18-20 "Chapter 4: Greece: Humanism and the Speculative Leap"

#### Week 6

September 25-27 "Chapter 5: Classical Style"

C-1

C-2

**Due: "Paper 2: Historical/Bio Analysis" (note handout)**

#### Week 7

October 2-4 "Chapter 6: Rome: The Rise to Empire"

#### Week 8

October 9 "Chapter 7: China: The Rise to Empire"

C-1

C-2

**Due: Take-Home Mid-semester Essay "Exam 1"**

October 11 "Chapter 8: A Flowering of Faith: Christianity and Buddhism"

**Week 9**

October 16 "Chapter 9: The Language of Faith: Symbolism and the Arts"

October 18 "Chapter 10: The Islamic World: Religion and Culture"

**Week 10**

October 23-25 "Chapter 11: Patterns of Medieval Life"

**Week 11**

October 30 "Chapter 12: Christianity and the Medieval Mind"

November 1 "Chapter 13: The Medieval Synthesis in the Arts"

**Week 12**

November 6 "Chapter 14: The World Beyond the West: India, China, and Japan"

November 8 "Chapter 15: Adversity and Challenge: Fourteenth-century Transition"

**Week 13**

November 13-15 "Chapter 16: Classical Humanism in the Age of the Renaissance"

C-1

C-2

*Due: "Paper 3: Critical Analysis of Artifact" (note handout)*

**Week 14**

November 20 "Chapter 17: Renaissance: Disciplines of Nature, Masters of Invention"

November 22 *No Class Meeting--Thanksgiving Day*

**Week 15**

November 27 "Chapter 18: Cross-Cultural Encounters: Asia, Africa, and the Americas"

November 29 "Chapter 19: Protest and Reform: The Waning of the Old Order"

**Week 16**

December 4 *Reaction Papers "Performance" and "Museum" Due*

C-1

C-2

**Week 17**

December 11 *Due: Take-Home Final Essay "Exam 2"*

C-1

C-2

*In-Class Final Examination/Presentation 11:00am to 12:50pm*

December 13 *No Class Meeting--See Final Exam Schedule*



**Excellent to More-than-Adequate Essay (A to B 100-80%):**

Clear thesis statement: maps presentation of the essay  
 Unique and exceptionally effective style and organization, cohesion  
 Abundant evidence/facts/details to support the thesis  
 Fully addresses the assignment  
 Correct use of paraphrase and summary  
 Well-developed sentence structure  
 Sentence variety

**Adequate Essay (C 79-70%):**

Thesis statement  
 Organized  
 Sufficient response to issue  
 Addresses the assignment in acceptable manner  
 Sufficient evidence/facts/details to support the thesis  
 Reasonable use of paraphrase and summary  
 Adequate sentence structure  
 Little sentence variety

**Inadequate Essay (D 69-60%)**

Unclear thesis statement (vague central idea)  
 Disorganized  
 Insufficient response to issue  
 Inadequate evidence to support thesis  
 Grammatical errors are highly distracting to clarity  
 Poor development of points  
 Little use of paraphrase and summary  
 Incoherent sentence structure  
 No sentence variety

**Less-than-Inadequate to Non-responsive Essay (F 59-0%)**

No thesis  
 Does not respond to issue  
 Evidence not developed  
 Excessive grammatical errors  
 No paraphrase and summary  
 No sentence structure  
 Unorganized

*The above grades will be modified further by the following proofreading errors:*

**Mechanical/Grammatical errors:**

Each misspelling or incorrect tense of verbs or plurals of nouns (-2 points for first misspelling -1 point for each subsequent misspelling of that same word)  
 Each error of agreement, number, parallelism etc. (-2 points)  
 Each colloquial phrase, trite expression or conversational tone error (-2 points)  
 Each fused, run on or incomplete sentences (fragment) (-10 points)  
 Each erroneous or imprecise use of terminology (-2 points)

**Lack of support or improper format of citations:**

Non authoritative source (see course guidelines--includes webpages, newspapers, interviews and popular magazines) (-5 points each reference)  
 Failure to provide a source for each point made in the paper (-5 points for each point not supported directly)  
 Failure to use proper bibliographic format for in-text and/or resources page (-2 to 6 points for each improper format citation in the text or on the resource page)

*For example, a research paper meeting all the requirements of an Adequate paper above (70% of 100 points or 70 points) with 4 misspellings (4 x 2 = 8 points deducted) and one sentence fragment (-10 points deducted) would receive a final grade of 70 - 8 - 10 = 52 points out of 100 points possible for the assignment)*

\* Be sure to look up any terms you are unfamiliar with in the required textbook for this course.

## Authoritative Sources in Researched Papers

"Authority" in the *American Heritage College Dictionary* is defined as "4.a. An accepted source of expert information or advice. b. A quotation or citation from such a source."

A dictionary is most often a source of historical (etymological) information about words and a repository of usage--a concise expression of how most people use a word. It is meant to fit the most general range of meanings. This aspect is problematic regarding scholarly accuracy.

---For this reason general dictionaries, encyclopedia, television, newspapers, magazines (distinct from 'journals' in the academic sense), interviews, etc. are often careless, inaccurate in the long-term, and sensational.

### Primary and Secondary Sources:

In conducting research you will find many references to other sources--usually secondary sources quoting or referring to other primary sources. Whenever possible always refer to the primary source for your authoritative reference.

Primary sources are the "core" texts which are cited. Examples would be *The Constitution of the United States* or *The Adventures of Huckleberry Finn* by Mark Twain. The original primary text should always be cited in the paper rather than a secondary source which quotes it in support of its own argument or position.

Secondary sources are sources which use primary sources to support their arguments. The arguments they present may become primary sources but the supporting sources are considered "second-hand." An example of this is Judge Learned Hand's interpretation of the "First Amendment" to the *Constitution*. His quotes of the *Constitution* are secondary but his analysis and opinion are primary. Any treatment of this would go back to an authoritative copy of the *Constitution* (a published book--not a high school civic's handout) to cite the exact language of the document (primary source) and then cite the exact language of Learned Hand's analysis (primary source) rather than a constitutional attorney's citing of the Judge's commentary.

### Scholarly Authoritative Sources:

Though there is no hard and fast ruler for assessing sources it is easier to spot an un-authoritative source than an authoritative one. A basic question of any source would be "Who is purporting this and what are their credentials?" Opinion is opinion and is never authoritative by itself. Some opinions carry more weight based on who holds them. A scholar, recognized as an international expert on terrorism, who has written a number of "critically" (professionally and scholarly) acclaimed books and published hundreds of nationally or internationally recognized scholars agree upon the validity and methods of the research and its conclusions) is far more credible to an exponential degree than a



student in a class making a web-page, someone who works in that profession or an instructor in a university course.

Scholarly sources cite and are cited by other scholarly sources. A scholarly authoritative source will itself cite other sources to support its conclusions--exceptions would be primary sources such as novels or writings by the person being studied--analyses of those sources and reviews would be secondary sources.

**A brief checklist for authority in scholarly sources:**

- Credentials of the author(s) indicate documented breadth of knowledge, impressive objectivity and depth of scholarship in the field--no credentials, no authority.
- The journal or publishing company are known for their scholarship and are associated with a professional organization or institution--no publication information not verifiable.
- The source cites numerous other authoritative sources to support its argument and to arrive at its conclusion(s)--not true of primary sources.
- The source is in a format which can be retrieved in exactly the same form and verified weeks, months and years from its publication.

**The following most likely are not considered authoritative for college-level papers:**

- Television/cable/satellite news or 'documentaries'
- Newspapers
- Weekly magazines
- Popular magazines
- Internet webpages (by individuals particularly)
- General dictionaries or encyclopedia
- Opposing Viewpoints and other editorial or "opinion" databases
- Personal Experience
- Interviews of People in the Field as representatives of "research" (these are one person's perspective or opinion and are by definition not authoritative).

**Note that often rules of logic also apply in what is authoritative. Any obviously biased source must be acknowledged as such...**



C-1

## HUM250 Ideas and Values in the Humanities

### Examination 1

#### Instructions

C-3

Respond to each of the 5 following essay questions. Respond specifically and analytically to each demonstrating in 1+ double-spaced page (at least 300 words for each response) your informed insights from your readings and research in this class. Refer specifically to authoritative sources using MLA parenthetical reference to support your conclusions (note MLA course web link). Be very very specific.


C-2

This paper should be completed submitted in paper format at the beginning of the class on the date posted in the schedule of classes (30 points each/150 points total).

1. Contrast the Athenian and Spartan (Lacedaemonian) culture as presented in Pericles' Funeral Speech. Research further to compare further the two city-states.
2. Explain how the subject matter of the Parthenon sculpture illustrates the major concerns and values of Athens in the time of Pericles.
3. If you could fly over the city of Rome in imperial times, as in Figure 6.7, what kinds of buildings would you notice primarily? What does this say about Roman life?
4. Most of what we know about the Qin and Han empires comes from their tombs. Most of what we know about Rome comes from its public monuments. What does this reveal about the differences between these two civilizations?
5. Compare how the following cultures deal with the question of life after death: Old Kingdom Egypt; Sumer; the Hebrews; the ancient Hindus; the ancient Chinese?

C-2

**Note:** Consult the "Assignment Guidelines" section of the syllabus for details on your paper. Also consult the "HUM Rubric" handout (also available online) which details expectations and how your paper will be assessed.





## Paper One

# A Day in the Life


Ideas and Values  
Assignment

## Goals

- Through investigation and role playing, reach a more focused understanding of a person in a different culture and time through research and reflection.
- Explore and expand your understanding of diversity and thus humanities!


## Assignment



- 1) Select a culture and timeframe for your presentation.
- 2) Work through the identification worksheet:


Who am I?

## Discovery




- 1) Research: How may I discover what would it be like to live within this culture at this time?
- 2) Reflect: How close may I come to an understanding?
- 3) Communicate: How do I effectively convey this understanding to others?

## Presentation Format For Your Life



- Consider
- Environmental Factors
- Social Belonging and Status
- Belief
- Custom
- Arts

## Presentation Format For Your Life



- Include
- Artifacts
  - What would you see?
    - Photographs
    - Art / Architecture / Design / Others
  - What would you hear?
    - Music?
    - Speech?
  - What would you taste?
    - Food
    - Drink
  - What would you think?
    - Diary entries
    - Other?

### Research Sources



- A beginning resource is your textbook
- There are several other authoritative texts and reference sources available :
  - EMCC/MCCD library
  - Interlibrary loan
  - Internet resources

### A: Social Belonging



- Gender
- Ethnicity
- Family
- Work

### B: Environment



- Physical Environment
  - Geographic
  - Climactic
- Political
- Other social structures in place affecting life of the time

### C. Belief



- Spiritual systems
- Philosophical systems

### D: Daily Life



- Customs
- Dress
- Culinary

### E: Arts



- Architecture
- Painting
- Textile
- Sculpture
- Music
- Dance
- Literature
- Theater



### What don't I know or understand?



- Lots. It is a given that it is difficult if not impossible to truly understand.
- Don't let this stop you, just understand there is much you may not understand.
- How may you identify the most obvious areas of misunderstanding on your part?

### Essay Assignment

- You **must** submit your paper to the EMCC Writing Center for review.
  - You may submit your essay on-line or in person—note the guidelines available on-line
  - Be certain to submit your paper in a timely manner to be able to revise it, based upon the suggestions you receive.
  - Submit your revised essay with the copy you submitted to the Writing Center and their comments on the due date provided on the "Schedule/Calendar of Assignments"
- Remember:
  - Refer specifically to authoritative sources using MLA parenthetical reference to support your conclusions (note MLA course web link). Be very very specific.
  - This paper should be a minimum of 1000 words in length and include authoritative sources.
- Note:
  - Consult the "Assignment Guidelines" section of the syllabus for details on your paper.
  - Also consult the "FUM Rubric" handout (also available online) which details expectations and how your paper will be assessed.

### Other Resources?

C-4

# Essay Assignment

C-1

- You *must* submit your paper to the EMCC Writing Center for review.
  - You may submit your essay on-line or in person—note the guidelines available online
  - Be certain to submit your paper in a timely manner to be able to revise it, based upon the suggestions you receive.
  - Submit your revised essay with the copy you submitted to the Writing Center and their comments on the due date provided on the “Schedule / Calendar of Assignments”

## Remember:

C-3

- Refer specifically to authoritative sources using MLA parenthetical reference to support your conclusions (note MLA course web-link). Be very very specific.
- This paper should be a *minimum of 1000 words in length* and include authoritative sources.

## Note:

- Consult the “Assignment Guidelines” section of the syllabus for details on your paper.
- Also consult the “HUM Rubric” handout (also available online) which details expectations and how your paper will be assessed.

C-2



## Museum Visit Assignment

At the beginning of class on December 6, 2012 submit your paper including the following points regarding a museum visit you have taken during the semester.

Museums in the Phoenix area are to visit are (but not limited to--please check to see if the museum you propose is appropriate):

- Phoenix Art Museum
- Heard Museum
- Scottsdale Museum of Contemporary Art
- (Note the Online Webpage of Museums)

Consult the "Assignment Guidelines" section of the syllabus for details on your paper. Also consult the "HUM Rubric" handout (also available online) which details expectations and how your paper will be assessed.

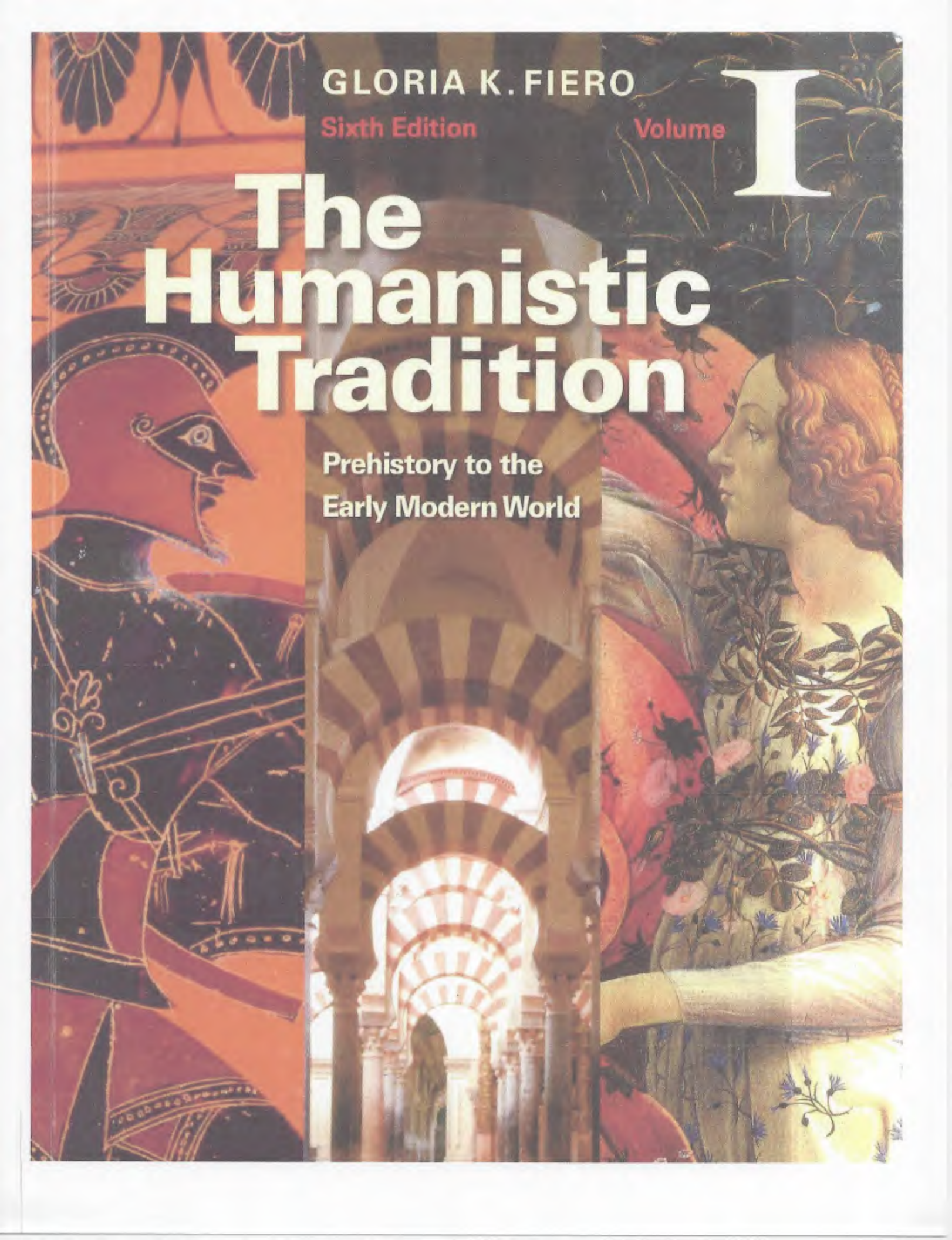
C-3

Your reaction paper should be a minimum of 500 words and must include the following components:

C-2

1. At least one paragraph detailing the venue (location) you attended. Include the date, address, name of the location, hours and days it is open to the public and specifics about the content of the museum and any special exhibits which are open there.
2. Two paragraphs summarizing your visit in the museum. In one paragraph detail what you observed about the collection in the museum.
3. In one paragraph focus on one piece in the museum you found "second-most" interesting--describe it and information about the author/artist/culture include a picture or sketch of it if possible.
4. In at least one paragraph detail your favorite piece or exhibit at the museum? What specially spoke to you about the exhibit/piece of artwork? How does your experience enhance your appreciation of the humanities in general and the genre generally (sculpture, fiber art, painting, fashion pieces, etc.). Again, include a picture or sketch of it if possible.



The book cover features a collage of three distinct images. On the left is a stylized, high-contrast illustration of a classical figure's head and torso in shades of red, black, and white. In the center is a perspective view of a series of overlapping arches, characteristic of Islamic architecture, with a warm, golden light. On the right is a detail from a Renaissance painting, showing a woman's profile with red hair and a floral-patterned garment.

GLORIA K. FIERO

Sixth Edition

Volume

I

# The Humanistic Tradition

Prehistory to the  
Early Modern World

THE HUMANISTIC TRADITION, VOLUME I  
PREHISTORY TO THE EARLY MODERN WORLD

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Left: By The "Borkin Class," *Contest of Two Warriors* (detail), ca. 540–530 B.C.E. Attic black-figured amphora, ceramic, 11% x 9% in. Photograph © 2009 Museum of Fine Arts, Boston. Henry Lillie Pierce Fund 98.923.

Middle: Columns in the Moorish part of the Great Mosque, Córdoba (detail), 784–987. White marble and red sandstone. AKG Images / A. F. Kersting.

Right: Sandro Botticelli, *Birth of Venus* (detail), after 1482. Tempera on canvas, 5 ft. 9 in. x 9 ft. ½ in. Uffizi Gallery, Florence. © 1991, Photo Scala, Florence—courtesy of the Ministero Beni e Att. Culturali.

Frontispiece

Giotto, Arena Chapel (Cappella Scrovegni), Padua, interior looking toward the choir. Height 42 ft., width 27 ft. 10 in., length 96 ft. © Quattrone, Florence.

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Amon receives Sesostri (Senusret) I, pillar relief, White Chapel, Karnak, ca. 1925 B.C.E. AKG Images/Andrea Jemolo.

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Nave facing east, Chartres Cathedral. Nave completed in 1220. Height of nave 122 ft. Bob Burch/Bruce Coleman Inc.

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Gentile Bellini, *Procession of the Reliquary of the Cross in Piazza San Marco* (detail), 1496. Oil on canvas, 12 ft. ½ in. x 24 ft. 5% in. Galleria dell'Accademia, Venice. © Cameraphoto Arte, Venice.



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