

1.) DATE: 08/31/2013	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: HUM Number: 251 Title: Ideas & Values in the Humanities Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: RODNEY FREEMAN PHONE: 623-935-8451 FAX: 623-935-8480	
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.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Select core area... Awareness Areas: Historical Awareness (H)	
6.) 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.	
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): L, HU, H Effective date: 2013 Spring 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 District-wide course competencies/outline	
Chair/Director: Rodney Freeman Chair/Director Signature: Emailed approval to J. Ricker	

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Course Prefix	Number	Title	Designation
HUM	251	IDEAS AND VALUES IN THE HUMANITIES	H

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 checklist)	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: History is a major focus of the course.	This course focuses upon a historical analysis of the interrelationships of the humanities in the context of human events from the early civilizations to the Renaissance, including western and non-western cultures.	COURSE COMPETENCIES: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 SYLLABUS: "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." TEXTBOOK: Readings throughout the textbook and indeed its very organization is historical. Each section includes a historical timeline showing the inter-relationships of events in different geographical locations and different cultures to provide historical context.
CRITERION 2: The course examines and explains human development as a sequence of events.	This course focuses upon human development through the interrelationships of art, architecture, literature, music and philosophy from the early civilizations to the Renaissance, including western and non-western cultures.	COURSE COMPETENCIES: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 SYLLABUS: Weekly readings of concepts and events structured in chronological sequence examining and explaining the progression of the events and relationship between the historical development of the diverse

		<p>cultures covered and how these events inform, interpret, and capture these events in art, architecture, literature, music, and philosophy</p> <p>TEXTBOOK: Readings throughout the textbook and indeed its very organization is focused upon the course's examination and explanation of human development as a sequence of events. detailing specific examples of the inter-relationships of sequential historical events in different geographical locations and different cultures for essential historical context in humanities studies.</p>
<p>CRITERION 3: There is a disciplined systematic examination of human institutions as they change over time.</p> <p>-----</p> <p>CRITERION 4: The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</p>	<p>This course examines human institutions as they change in a disciplined and systematic manner employing the theories and methodologies of a range of fields in the humanities: art, architecture, literature, music and philosophy from the early civilizations to the Renaissance, including western and non-western cultures.</p> <p>-----</p> <p>This course analyzes the interrelationship between historical events, ideas, and artifacts and the broad social, political, and economic context.</p>	<p>COURSE COMPETENCIES: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p> <p>SYLLABUS: This course focuses upon a detailed and systematic examination of human institutions and how they evolve/change over time including</p> <p>TEXTBOOK: Readings throughout the textbook and indeed its very organization is focused upon the course's examination and explanation of human development as a sequence of events. detailing specific examples of the inter-relationships of sequential historical events in different geographical locations and different cultures for essential historical context in humanities studies.</p> <p>-----</p>

		<p>COURSE COMPETENCIES: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p> <p>SYLLABUS:</p> <p>TEXTBOOK: Readings throughout the textbook and indeed its very organization is focused upon the course's examination and explanation of human development as a sequence of events. detailing specific examples of the inter-relationships of sequential historical events in different geographical locations and different cultures for essential historical context in humanities studies.</p>
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Official Course Description: MCCCDCD Approval: 10-26-1999

HUM251 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 Renaissance to modern period, 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](#)

C 1, 2, 3, 4, 5, 6, 7,
8, 9, 10, 11, and 12

MCCCDCD Official Course Competencies:

**HUM251 2000 Fall - Ideas and Values in the Humanities
9999**

1. Describe renaissance influences on the early modern world. (I)
2. Describe the characteristics of the baroque in the arts. (II)
3. Describe influences of the enlightenment. (III)
4. Describe the characteristics of neoclassicism in the arts. (III)
5. Describe the characteristics of romanticism in the arts. (IV)
6. Describe the impact of industrialization on the humanities. (IV)
7. Describe the characteristics of realism in the arts. (V)
8. Describe the characteristics of impressionism in the arts. (V)
9. Describe the impact of modernism on the arts. (VI)
10. Describe the impact of the world wars on the humanities. (VI)
11. Describe the impact of 20th Century philosophies on the arts. (VII)
12. Describe post-modern movements in the arts. (VIII)

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

MCCCDCD Official Course Outline:

**HUM251 2000 Fall - Ideas and Values in the Humanities
9999**

- I. Renaissance influences
 - A. Philosophy
 - B. The arts
- II. The baroque world
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- III. The age of reason
 - A. Philosophy
 - B. The arts
- IV. Romanticism and reaction
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- V. Toward the modern era
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- VI. The early modern era
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- VII. The age of anxiety
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- VIII. The contemporary world
 - A. Philosophy
 - B. 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 Renaissance to modern period, including Western and Non-Western cultures. Prerequisites: ENG101.

Course Competencies:

1. Describe renaissance influences on the early modern world.
2. Describe the characteristics of the baroque in the arts.
3. Describe influences of the enlightenment.
4. Describe the characteristics of neoclassicism in the arts.
5. Describe the characteristics of romanticism in the arts.
6. Describe the impact of industrialization on the humanities.
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10. Describe the impact of the world wars on the humanities.
11. Describe the impact of 20th Century philosophies on the arts.
12. Describe post-modern movements in the arts.

Instructor:

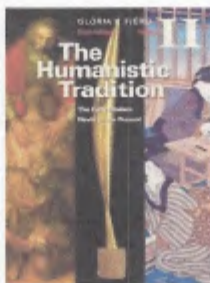
Rod Freeman

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.





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telephone: 623.935.8451

Required Textbook

Fiero, Gloria K., *The Humanistic Tradition: Volume II*. 6th Edition. San Francisco: Prentice Hall, 2010.

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 considered 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.

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.

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

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.

HUM251 Ideas and Values in the Humanities

EMCC Spring 2013 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

		C 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12
Week 1	January 15-17	Course Introduction and Syllabus
Week 2	January 22-24	"Chapter 20: The Catholic Reformation and the Baroque Style"
Week 3	January 29-31	"Chapter 21: Absolute Power and the Aristocratic Style"
Week 4	February 5-7	"Chapter 22: The Baroque in the Protestant North" <i>Due: "Paper 1: A Day in the Life" (note handout)</i>
Week 5	February 12	"Chapter 23: The Scientific Revolution and the New Learning"
	February 14	"Chapter 24: The Enlightenment: The Promise of Reason"
Week 6	February 19	"Chapter 25: The Limits of Reason"
	February 21	"Chapter 26: Eighteenth-Century Art, Music, and Society" <i>Due: "Paper 2: Historical/Bio Analysis" (note handout)</i>
Week 7	February 26-28	"Chapter 27: The Romantic View of Nature"
Week 8		

March 5-7	"Chapter 28: The Romantic Hero"
March 12-14	<i>Spring Break—No Class Meetings</i>
Week 9	
March 19	"Chapter 29: The Romantic Style in Art and Music"
March 21	<i>Due: Take-Home Mid-semester Essay "Exam 1"</i>
Week 10	
March 26-28	"Chapter 30: Industry, Empire, and the Realist Style"
Week 11	
April 2-4	"Chapter 31: The Move Toward Modernism"
Week 12	
April 9	"Chapter 32: The Modernist Assault"
April 11	"Chapter 33: The Freudian Revolution"
Week 13	
April 16-18	"Chapter 34: Total War, Totalitarianism, and the Arts" <i>Due: "Paper 3: Critical Analysis of Artifact" (note handout)</i>
Week 14	
April 23	"Chapter 35: The Quest for Meaning"
April 25	"Chapter 36: Identity and Liberation"
Week 15	
April 30	"Chapter 37: The Information Age"
May 2	"Chapter 38: Globalism" <i>Reaction Papers "Performance" and "Museum" Due</i>
Week 16	
May 7	<i>Due: Take-Home Final Essay "Exam 2"</i> <i>In-Class Final Examination/Presentation 5pm – 6:50pm</i>
May 9	<i>No Class Meeting</i>

GEORGIA K. FIERO

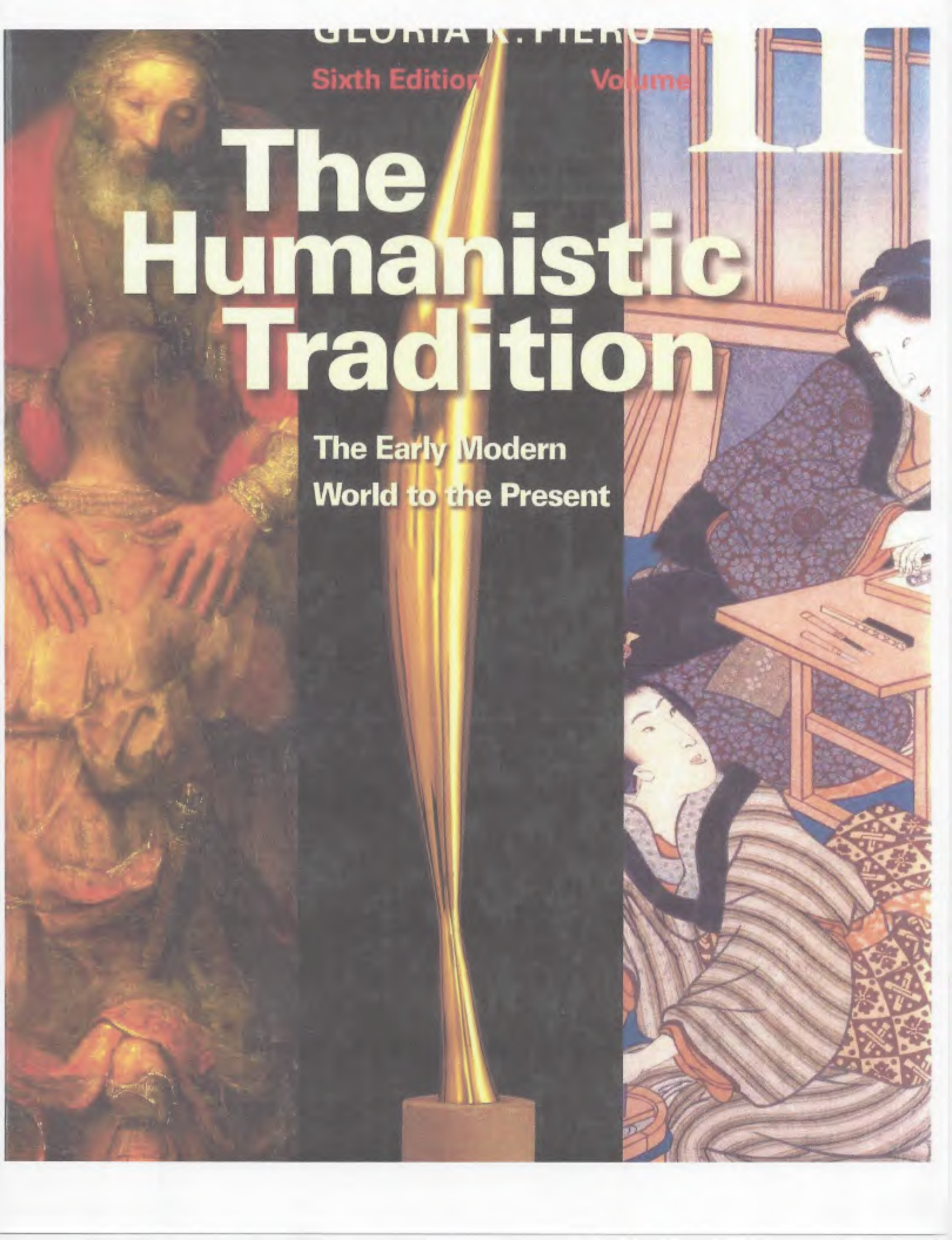
Sixth Edition

Volume

III

The Humanistic Tradition

The Early Modern
World to the Present



THE HUMANISTIC TRADITION, VOLUME II
THE EARLY MODERN WORLD TO THE PRESENT

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Cover

Left: Rembrandt van Rijn, *The Return of the Prodigal Son* (detail), ca. 1662–1668. Oil on canvas, 8 ft. 8 in. x 6 ft. 8 in. Hermitage Museum, Saint Petersburg, Russia/ Bridgeman Art Library, London.

Middle: Constantin Brancusi, *Bird in Space*, 1928. Polished bronze, height 4 ft. 6 in. The Museum of Modern Art, New York. Given anonymously. © 2004 Digital Image MoMA, New York/Scala, Florence. © ADAGR, Paris and DACS, London, 2010.

Right: Right third of triptych showing the different processes of printmaking (detail), early nineteenth century. Japanese woodblock color print. Courtesy of the Trustees of the Victoria and Albert Museum, London.

Frontispiece

John Augustus and Washington Augustus Roebling, Brooklyn Bridge (detail), New York, 1869–1883. Currier and Ives print, 1877. © Collection of the New-York Historical Society, USA/ The Bridgeman Art Library.

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Jan Steen, *The Drawing Lesson*, 1665. Oil on canvas, 19 $\frac{1}{2}$ x 16 $\frac{1}{4}$ in. The J. Paul Getty Museum, Los Angeles. Credit: © The J. Paul Getty Museum.

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Edouard Manet, *Zola*, exhibited 1868. Oil on canvas, 57 x 45 in. Louvre, Paris. © Photo Josse, Paris.

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Romare Bearden, *Empress of the Blues* (detail) 1974. Acrylic and pencil on paper and printed paper on paperboard, 3 ft. 10 in. x 4 ft. 2 in. Smithsonian American Art Museum, Washington, D.C., 1996.71. © Smithsonian American Art Museum/ Art Resource, New York/Scala, Florence.

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