

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>251</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>	
Core Areas: <b>Literacy and Critical Inquiry (L)</b> Awareness Areas: <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 (Attend a Performance).</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%;"> <p style="background-color: yellow;">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>			
<p>C-1</p>			

## 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'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").
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also:			
<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-2".</p>			
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 (Attend a Performance).</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 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-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> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <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> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
HUM	251	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, 6, 7, 8, 9, 10, 11, 12  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

<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> <hr/> <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>"Performance Assignment" attached as an example)</p> <hr/> <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: MCCCCD 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](#)**MCCCCD Official Course Competencies:****HUM251 2000 Fall - Ideas and Values in the Humanities  
9999**

C-2

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](#)**MCCCCD 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.
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11. Describe the impact of 20th Century philosophies on the arts.
12. Describe post-modern movements in the arts.

**Instructor:**

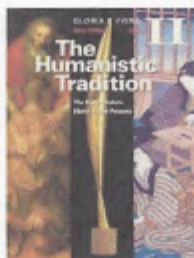
Rod Freeman

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.





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

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

C-2

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.**

C-4

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.

# 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*

#### **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"

C-1

C-2

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

#### **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"

C-1

C-2

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

#### **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 *Spring Break—No Class Meetings*

**Week 9**

March 19 "Chapter 29: The Romantic Style in Art and Music"

C-1

March 21 → **Due: Take-Home Mid-semester Essay "Exam 1"**

C-2

**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"

C-1

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

C-2

**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"

C-1

→ **Reaction Papers "Performance" and "Museum" Due**

C-2

**Week 16**

May 7 → **Due: Take-Home Final Essay "Exam 2"**

C-1

→ **In-Class Final Examination/Presentation 5pm – 6:50pm**

C-2

May 9 **No Class Meeting**

**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 unauthoritative 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

## HUM251 Ideas and Values in the Humanities

### Examination 1

#### Instructions

C-3

Respond to 5 of the 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 and handout/web link guidelines for "Authoritative Sources"). 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. The baroque has been called a theatrical style, one that deals in spectacle, Grandeur, and dramatic contrast. Explain the baroque as an expression of the Catholic Reformation, Protestant Devotionalism, the Scientific Revolution, and the Age of Absolutism. Support your statements with specific examples.
2. In what ways do the musical developments of the baroque North reflect a new direction in Western musical tradition? Cite specific examples.
3. Compare the Last Suppers by Tintoretto (figure 20.5) and Da Vinci (20.6) as a bridge between the Renaissance and the Baroque. Note the application of such readings on authoritarianism and theatrical promotion of sensualism characterizing such Catholic art as Bernini's *The Ecstasy of Saint Teresa* and Loyola's *Spiritual Exercises* (Reading 4.1).
4. It is suggested in the text that Eastern art lacks the heroic urgency and strong sense of individualism that may be found in the paintings of "Western" artists, such as Poussin and Rubens. Does the art of the Moguls and Manchu generally confirm this point of view? What features do you find in the visual arts of India and China that are distinct from those of 'Western' painting?
5. Compare the original version of Luther's chorale, "A Mighty Fortress is our God" to the setting in Bach's Cantata No. 80. How has Bach modified the earlier piece?
6. Imagine Descartes and Bacon have met in the afterlife, and they get into a discussion of Descartes' theory of knowledge. What might Bacon say to Descartes?
7. In the time of the first cities, you saw that slavery was widespread in the ancient world, yet in the article on "Negroes" in the *Encyclopédie* the practice is con-


C-2

## HUM251 Ideas and Values in the Humanities

demned as "contrary to natural laws. What does this mean? Specifically account for your position using quotes from authors (such as Equiana, Wheatley, Swift, Voltaire, and Rousseau) of the period.

8. To what extent are the style of eighteenth-century neoclassical buildings faithful to their models? Compare some of these (26.15-26.17, 26.22, 26.24, 26.31) with the neoclassical architecture of the Renaissance. Which period represents a more sensitive appreciation of Greek and Roman Architecture? Which is more accurate?

**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



南开大学李天授 吴世中作画的题词

- 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



C-4

### 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 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:
  - 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 "TEAM Rubric" handout (also available online) which details expectations and how your paper will be assessed.

C-1

C-3

C-2

### Other Resources?

# Essay Assignment

C-4

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:
- 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-3

C-2

C-1

## Performance Assignment

At the beginning of class on April 30, 2013 submit your paper including the following points for a performance you have attended.

Performances could include professional, community, college or high school performances:

- Classical Music Concert
- Jazz Music Concert
- Ballet
- Opera
- Play
- (Note the Online Webpage of 'What's On?')

C-3

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.

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

C-2

1. One paragraph detailing the venue (location) you attended. Include the date, address, name of the location and specifics about the performance, performers, actors, etc.
2. Two paragraphs on the content of the performance. Summarize the performance in at least one paragraph. In one paragraph what author/performer information is relevant? What did you observe?
3. One paragraph observation about the audience reaction? Were there any specifics or conventions you noted in the formal performance which surprised or impressed you? How does your experience in this performance enhance your appreciation of the genre (drama, concert, ballet, opera, etc.).

GLORIA K. FIERO

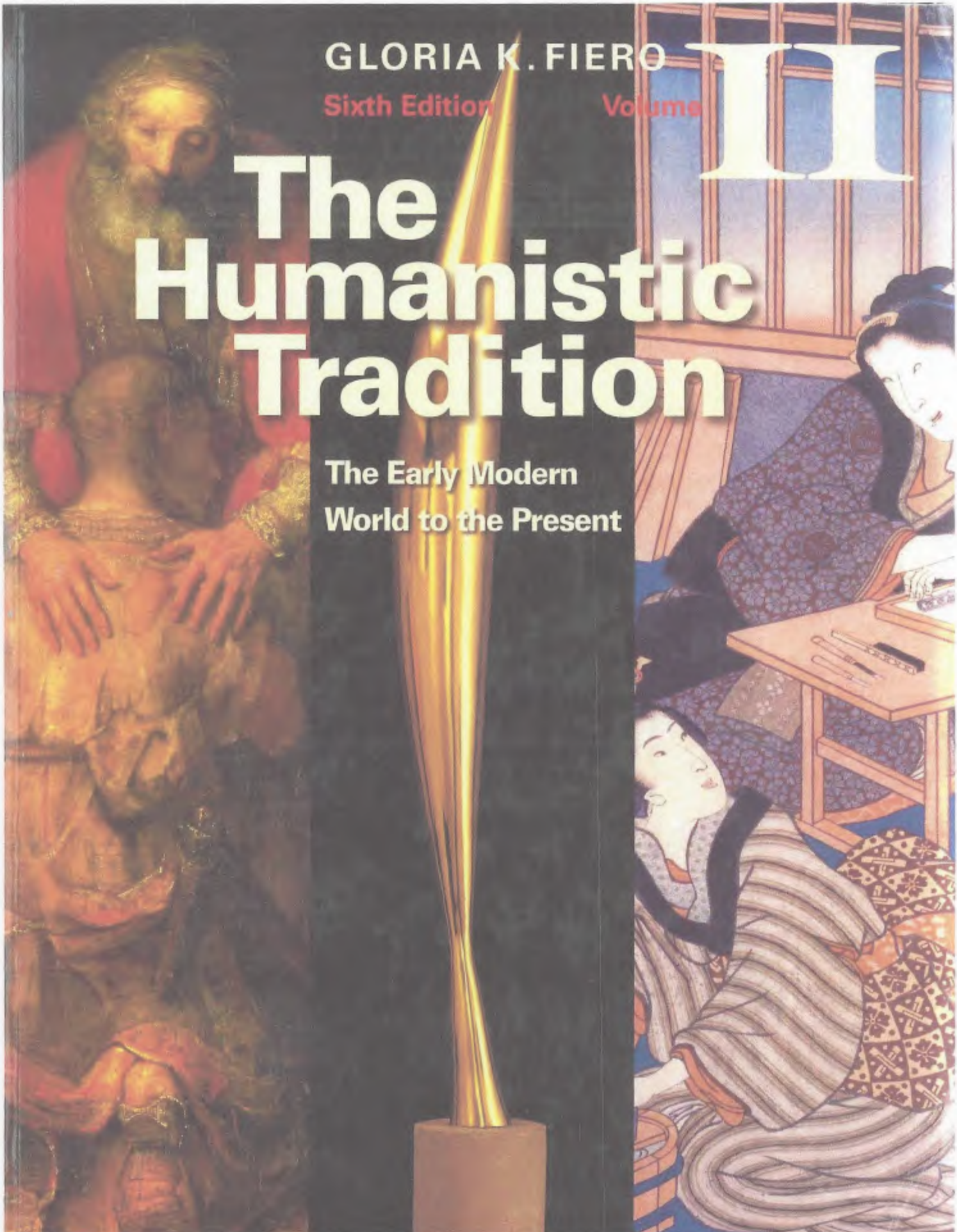
Sixth Edition

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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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/  
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Middle: Constantin Brancusi, *Bird in Space*,  
1928. Polished bronze, height 4 ft. 6 in.  
The Museum of Modern Art, New York.  
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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  
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Art Library.

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Jan Steen, *The Drawing Lesson*, 1665. Oil  
on canvas, 19 x 16 1/2 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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