

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 05/01/2013	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: HUM Number: 250 Title: Ideas and 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.) <u>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</u> <u>Core Areas:</u> Literacy and Critical Inquiry (L) <u>Awareness Areas:</u> Select awareness area...	
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): HU, L, 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	
Chair/Director: _____ Chair/Director Signature: _____	

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date: _____

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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"/>	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. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus with grading breakdown: 700/1000 essay points in the class (or 70%); supported by the "Schedule of Assignments" documenting 10 Response Logs, 2 Reaction/Response (RR) Essays, and 2 essay examinations. Example assignments attached here include: "Study Guide for Examination #1"; "Reaction/Response (RR) Essays" criteria; and "Response Logs" guidelines.
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.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; 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-1".</p> </div>			
C-1			

ASU - [L] CRITERIA			
<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</p>	<p>Course competencies shown through official District Competencies and in the Syllabus (see attachments)</p> <p>Guidelines for students "Authoritative Sources in Researched Papers"; "Writing Rubric"; "Authoritative Sources in Researched Papers"; note "Study Guide for Exam #1"; "Reaction/Response (RR) Essays"; "Response Logs"; " and "Course Syllabus" (see attachments)</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <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-2".</p> </div>			
<p>C-2</p>			

ASU - [L] CRITERIA

<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<p>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</p>	<p>"Syllabus" page 5 showing required substantial writing tasks:</p> <p>--2 Essay Examinations of 1000 words minimum each ("Study Guide for Exam #1" attached as an example)</p> <p>--2 Analytical Papers of 1000 words minimum each</p> <p>--2 "Reaction/Response (RR) Essays" of 1000 words minimum each attached as an example</p> <p>--10 Response Logs totalling 2000 words minimum (Guidelines for "Response Logs" attached as an example)</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> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <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> </div> <p>C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: 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>	Syllabus "Assignment Policy" regarding 7-10 day feedback provision from the instructor on page 5; "Writing Rubric"; and "Essay Alert Slide to Submit Essays to EMCC Writing Center" requirement for students to receive feedback prior to submission to their instructor.
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			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> 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". </div>			
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: 10 response logs, 2 analytical essays, 2 response/reaction papers and the 2 essay examinations, require students ---engage in research on specific topics using peer-reviewed journal articles and approved texts; ---interpret and analyze 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. Note example assignment guidelines included: --"Response Logs" --"Study Guide for Exam #1" --"Reaction/Response Papers" --"HUM Writing Rubric"
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 that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.	The "Course Syllabus" and "Schedule of Classes" include: 10 response logs, 2 analytical essays, 2 response/reaction papers and 2 essay examinations. These composition tasks include: ---Two analytical papers with lengths over 1,000 words each representing 200/1000 points. ---Two essay examinations with lengths over 1,000 words each totalling 200/1000 points. ---Two reaction/response papers are required with lengths over 500 words each totalling 100/1000 points.	See Syllabus page 4 and 5 See "Calendar of Assignments" and example assignments included which specifies criteria: --2 Essay Examinations --2 Analytical Essays --2 Reaction/Response Essays --10 Response Logs ----- See Syllabus "Assignment Policy" regarding 7-10 day feedback provision from me on page 5; also see the Writing

	<p>---Ten response logs with lengths of over 200 words minimum each totalling a total of 200/1000 points</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. Feedback for the response logs are by the end of the week submitted. 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 and Reaction/Response Essay to the EMCC Writing Center and provide a copy of this initial submission and the Writing Center evaluator's comments with their revised essay.</p>	Center Feedback submission requirement.
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HUM250

Justification for Literacy and Critical Inquiry

Literacy and critical inquiry are essential foci of this course. Communicative competence is an essential life skill, necessary for academic success, and critical in the workplace. Through the analysis of visual, auditory and written materials covered throughout this course (for example art, drama, poetry, prose, music, and speech) students investigate issues in the human condition by gathering evidence, interpreting that evidence, incorporating this with the other information they have acquired, evaluating what they have learned, and then communicating their findings.

This course focuses upon analyses of the human processes of creation, communication and thinking through history; investigation into how humans create and compose; understanding of the resulting artifacts and their impact on the present; and successfully and effectively communicating these conclusions through a series of essays and written assignments throughout the course reinforcing the importance of competency in critical reasoning and communication. These composition tasks receive prompt feedback to foster continuous improvement in critical reasoning and composition.

Course Description:

HUM250 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]

Course Competencies:

HUM250 Ideas and Values in the Humanities

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

Course Outline:

HUM250 Ideas and Values in the Humanities

- 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

**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.

C-2

Course Competencies:

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

Instructor:

Rod Freeman

office: ESTN 231

office hours:

Mondays Tuesday, Wednesday, Thursday, and Friday 1 p.m. to 2 p.m.



email: 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.

C-2

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 in Google Mail. Every student must post his/her email address in Canvas.

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

Please review the Emergency Preparedness information at:

<http://www.estrellamountain.edu/mems>

“This site provides essential information regarding how college communities will be notified of an emergency, the actions they must take when an incident occurs, and the importance of following official direction in the event of an emergency.

Emergency Preparedness is everyone’s responsibility.

While the District/College cannot necessarily prevent incidents from occurring, we are continually assessing risks and taking steps to prevent incidents.”

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 (see the submission of assignments if you are unable to attend class policy).
- If you submit an assignment via email you must provide a paper copy the next class or sooner to receive credit for the assignment..

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, Canvas, software, etc. must be directed to the Information Commons in Estrella Hall: 623-935-8150. A 24/7 Maricopa Canvas help desk is available through the Student Pages Canvas link at <https://learn.maricopa.edu/login>

It is the student's responsibility to be proficient in using Canvas, 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 Canvas'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

C-4

Assignment specifics and submission policies are available under the “Assignments” section of your Canvas 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:

C-2

Quizzes	20%	200 points
Class Participation	10%	100 points
Reaction/Response Logs (10)	20%	2000 words min. 200 points
Examinations (2)	20%	2000 words min. 200 points
Analytical Papers (2)	20%	2000 words min. 200 points
Reaction/Response Papers (2)	10%	1000 words min 100 points
Total		7000 words min 1000 points

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 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, reaction/response essays, analytical papers, and other 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 20-22 Course Introduction and Syllabus

Week 2

August 27-29 "Prehistory"

C-1

C-2

Due: "Reaction Log 1" (note handout)

Week 3

September 3-5 "Chapter 1: Mesopotamia: Gods, Rulers, and the Social Order"

C-1

C-2

Due: "Reaction Log 2"

Week 4

September 10 "Chapter 2: Africa: Gods, Rulers, and the Social Order"

C-1

C-2

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

September 12 "Chapter 3: India, China, and the Americas"

Week 5

September 17-19 "Chapter 4: Greece: Humanism and the Speculative Leap"

C-1

C-2

Due: "Reaction Log 3"

Week 6

September 24-26 "Chapter 5: Classical Style"

C-1

C-2

Due: "Reaction Log 4"

Week 7

October 1-3 "Chapter 6: Rome: The Rise to Empire"

"Chapter 7: China: The Rise to Empire"

C-1

C-2

Due: "Reaction Log 5"

Week 8

October 8

C-1

Due: Reaction/Response Essay 1 (Beginning of Class)

C-2

Due: In Class Mid-semester Essay "Exam 1"

October 10 "Chapter 8: A Flowering of Faith: Christianity and Buddhism"

Week 9

October 15 "Chapter 9: The Language of Faith: Symbolism and the Arts"

October 17 "Chapter 10: The Islamic World: Religion and Culture"

C-1

Due: "Reaction Log 6"

C-2

Week 10

October 22-24 "Chapter 11: Patterns of Medieval Life"

C-1

Due: "Reaction Log 7"

Week 11

October 29 "Chapter 12: Christianity and the Medieval Mind"

October 31 "Chapter 13: The Medieval Synthesis in the Arts"

C-1

Due: "Reaction Log 8"

C-2

Week 12

November 5 "Chapter 14: The World Beyond the West: India, China, and Japan"

November 7 "Chapter 15: Adversity and Challenge: Fourteenth-century Transition"

C-1

Due: "Reaction Log 9"

C-2

Week 13

November 12-14 "Chapter 16: Classical Humanism in the Age of the Renaissance"

C-1

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

C-2

Week 14

November 19 "Chapter 17: Renaissance: Disciplines of Nature, Masters of Invention"

November 21 "Chapter 18: Cross-Cultural Encounters: Asia, Africa, and the Americas"

C-1

Due: "Reaction Log 10"

C-2

Week 15

November 26 "Chapter 19: Protest and Reform: The Waning of the Old Order"

November 28 ***No Class Meeting--Thanksgiving Day***

Week 16

December 3-5

C-1

Due: Reaction/Response Essay 2 (and in-Class Presentations)

C-2

Each student will present your chosen RR event (your Slideshow or Prezi upload is due in Canvas prior to Tuesday's class--see guidelines posted in Canvas)

C-1

C-2

Week 17

December 10 ***In-Class Final Examination 11:00am to 12:50pm***

December 12 ***No Class Meeting--See Final Exam Schedule***

GLORIA K. FIERO

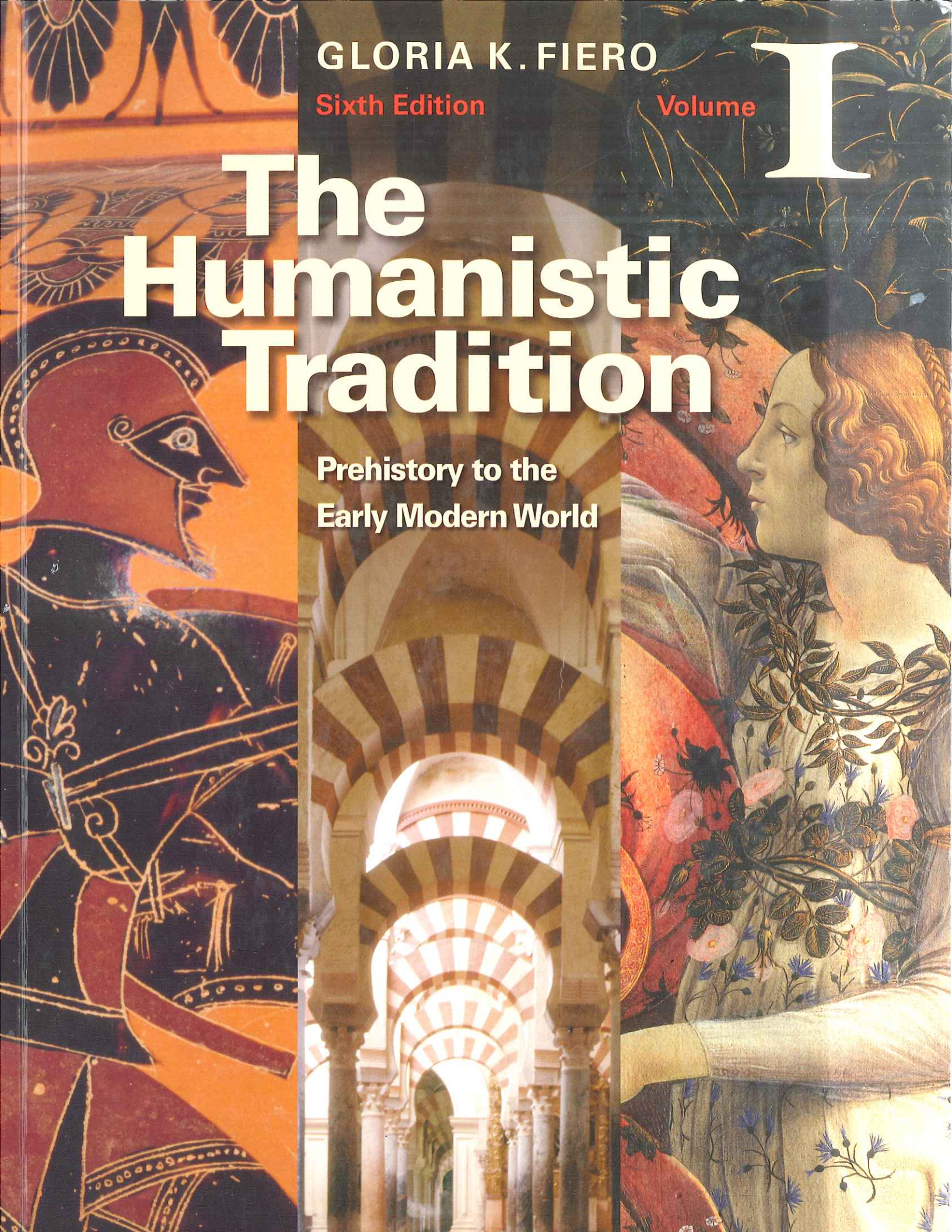
Sixth Edition

Volume

I

The Humanistic Tradition

Prehistory to the
Early Modern World



THE HUMANISTIC TRADITION, VOLUME I
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Left: By The "Botkin Class," *Contest of Two Warriors* (detail), ca. 540–530 B.C.E. Attic black-figured amphora, ceramic, 11 $\frac{1}{16}$ x 9 $\frac{1}{2}$ 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. $\frac{1}{2}$ 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 Sesostris (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. $\frac{1}{2}$ in. x 24 ft. 5 $\frac{1}{4}$ in. Galleria dell'Accademia, Venice. © Cameraphoto Arte, Venice.

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C-1

HUM 250 STUDY GUIDE: Exam #1

C-3

C-2

You will be expected to answer ONE of the following essay questions (the exam question will be chosen at random at the start of the exam). Answers are graded on a rubric that measures level of understanding, context, accuracy, thoroughness, insight, and support within the analysis using specific examples (both specific people, specific titles of works, and specific details about the works) from our class materials and discussions.

C-2

1. Explain the essential characteristics (at least four) that differentiate the Greek from the Egyptian and/or Mesopotamian civilizations. Illustrate your discussion of these distinctions with specific examples through at least two art forms (such as literature, music, visual art, architecture).

2. Cite examples from Greek and Egyptian art and architecture to explain how each society valued the individual.

3. Discuss the evolution in architecture that leads from Roman temples to Gothic cathedrals. Cite examples of specific buildings and make appropriate liberal use of architectural vocabulary.

HUM 250/251 Reaction/Response (RR) Essays

Because this is a survey class in the humanities, You will “get out” and actually experience some of the rich offerings in art, ballet, symphony, theater, opera, poetry readings, choral events, and humanities lectures, and architecture (see the course link in Canvas for ideas).

You must attend 2 different events--at least one performance and one museum. You may attend one extra event for extra credit, but each event you attend must be from a different category from the ones you have already done. You may do a second Music RR Essay for Extra Credit as long as it is different from your initial Music RR. **Each Reaction/ Response essay is worth 50 points.**

Writing Your Reaction Response Essays

After you attend an event, **write a two page, typed and double spaced Reaction/Response Essay.** Fill out the Reaction Response cover sheet and staple it on top of your paper with your ticket/program (if there is one) at the back. Please remember to fill out the cover sheet and submit it. If you don't, 5 points will be deducted from your grade.

Step One

The first paragraph of your paper should simply objectively report where you went, what you saw, and when.

Step Two

Your second paragraph is subjective. **Explain** how you felt about what you saw. Be honest! Have you ever been to an event like this before? Describe what you liked and didn't like and why, what surprised you and why, what confused you and why, what swept you away and why, etc. You are graded on how clearly and specifically you can write about your reaction to the event you attended, not what your opinion was about it.

Step Three

And finally, in the third paragraph, **evaluate** and **analyze** the connections between the event you attended and the general ideas and themes in our class. By connections, we mean **explaining** the types of connections between arts events and the humanities. **Explain** how and why humans have come to create and enjoy music, art, literature, drama, etc. and what does that say about the nature of human beings? Please read the humanities statement in your syllabus and in the introductory material provided in Canvas; it might give you some ideas. This is the most challenging paragraph and the one that will carry the most weight for your grade on the assignment, so you must give it enough time so that you are able to generate mature reflections. **You should meet with your instructor after writing your last paragraph for feedback (before the due date of course).**

If you have any questions, please contact your instructor PRIOR to submitting these (not the day it is due!). Also, if you have any doubts about the appropriateness of your event, please check with your instructor PRIOR to attending an event, or you could lose the points.

HUM 250/251 Response Logs

10 Response Logs Total @ 20 points each = 200 total points

C-1

C-3

What is a response log?

A response log is a written response to a reading selection and class materials/activities. Logs must draw from BOTH the textbook readings and supplemental in-class materials (such as additional readings/handouts/notes/etc.). View the textbook as the framework or general overview and the supplemental materials as the depth or detail on a specific subtopic the textbook addresses.

Why do response logs?

The logs hold you accountable for the reading assignments and in-class work. More importantly, they help you make connections as you are introduced to new material, so that you build each piece of new learning into your growing understanding of the different eras we cover. By doing the logs, you will be saving yourself study time for the exams because you will remember the material better, you will identify key concepts and people to review, and you will create a framework to help you gain a holistic understanding of the many changes and trends we will be studying over the semester.

C-2

What is the format for a log?

Answers to each of the following prompts should be in paragraph format; use the alphabetical letters to differentiate among the prompts. Logs should be double-spaced and about 1-2 pages in length. See the syllabus "Manuscript Guidelines" for more information.

C-1

- A. Main Point: Choose a line or passage from the textbook reading that captures the main point of that particular section. Turn this chosen line or passage into a direct quote by putting quote marks around it and citing the author and page numbers in in-text documentation. Following the direct quote, **explain** why you chose this direct quote to exemplify the textbook reading's main ideas. Explain how it helps you understand the main purpose of the reading.
- B. Chapter Concepts and Class Examples: Select one of our supplemental in-class materials (sometimes you'll choose the example, sometimes your instructor will give you a specific example to use) and **explain** how it relates to the main point of the textbook reading discussed above in "A". Identify the chosen supplement and chapter concept clearly; then **explain** the connections you see between the class example(s) and the textbook reading. **Evaluate** how does your chosen class example help you understand this aspect of the chapter material better? What additional insights does it give you and why?

C-2

C-2

- C. Prior Knowledge: For this one you have 2 options: 1) **explain** what you already knew (or were reminded of) before reading this part of the chapter. For example, discuss what artists/writers/etc. you were already familiar with and what you knew about them. **Explain** how this material relates to a class you've had, a presentation you've seen, a book on anthropology you've read, etc. OR 2) **explain** how this reading relates to previous chapters we've been studying. What trend do you see continuing? What major shifts have occurred, etc. Be sure to clearly identify which option you are choosing for this section of the log.
- D. New Knowledge: **Explain** what has been the most important/interesting new learning to you and why. For example, explain your thoughts about the artists and their work.
- E. Test Prediction: Predict what will be important from this chapter to know for our next test. Remember, our tests are essay, so don't just think about facts, think about large ideas, trends, and connections
- F. MLA Bibliographic information: include the bibliographic information for the text and other sources used.

Grading:

Logs will be collected at the beginning of class per due dates given in the "Schedule of Assignments". Late logs (due to tardiness or absence, etc.) will be worth 1/2 credit. Logs failing to meet the assignment expectations due to incompleteness, lack of depth, and/or missing criteria will not be considered for credit; they may be redone with points docked for lateness. As assigned, logs will be collected, marked for being on time, read and returned with comments. Logs should represent best efforts in terms of thought and presentation (don't forget to spell check AND proofread!) Log points add up to a significant chunk over the course of the semester. Missing and late logs will have an impact on your overall grade. Late logs won't be accepted after the exam to which they are related has been given. See the syllabus for more on late work policies.

You'll find the response logs act as provocative thinking prompts for the formal exams and other projects...so the effort put into them now will save you effort later!

Some logs may include additional requirements, such as finding another selection related to the reading or event which will broaden your learning in this area. Others may come from questions posed by your instructor and/or other students.

--You will receive feedback on each log from your instructor by the end of the week you submit it so you may improve on subsequent assignments.

C-4

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...

	Conceptual	Thesis	Development and Support	Structure and Language
"A" Excellent	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the issue and its context • Offers insightful analysis consistently throughout paper • Identifies and presents the writer's perspective and position and other relevant perspectives /positions that are important to the analysis of the issue • Concludes by thoughtfully exploring implications, consequences and/or significance of the issue 	<ul style="list-style-type: none"> • Identifies and summarizes the problem/question in a sophisticated way • States writer's position in a clear, precise, and well-defined thesis • Develops thesis consistently throughout paper 	<ul style="list-style-type: none"> • Chooses excellent examples consistently to develop and support the thesis • Establishes original and interesting connections between ideas • Assesses the quality of supporting evidence (whether from in-class material or outside sources) 	<ul style="list-style-type: none"> • Arranges paragraphs artfully and uses transitions effectively to present a well-organized argument • Uses varied sentence structure and mature vocabulary consistently • Controls grammar usage, mechanical skills, and documentation skills
"B" Good	<ul style="list-style-type: none"> • Demonstrates a good understanding of the issue and its context • Offers insightful analysis but occasionally falls into narration • Identifies and presents the writer's perspective but does not fully identify other positions or focuses on less important ones • Concludes with some exploration of implications, consequences and/or significance of the issue 	<ul style="list-style-type: none"> • Identifies and summarizes the position/question well but leaves some important terms/ideas undefined • States position clearly but lacks some specificity and depth of development • Develops thesis with some consistency but occasionally loses focus 	<ul style="list-style-type: none"> • Chooses good examples to develop and support thesis but examples may lack specificity, vividness, and/or consistency • Establishes solid connections between ideas • Assesses the quality of evidence only occasionally 	<ul style="list-style-type: none"> • Arranges paragraphs logically and uses some transitions to present an organized argument • Uses some varied sentence structure and mature vocabulary with minor stylistic problems and awkward sentences • Controls grammar, mechanics, and documentation with minor errors
"C" Adequate	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the issue and its context • Offers a general analysis with too much narration • Lacks a developed writer's perspective and fails to consider other perspectives and their importance • Concludes with little to no exploration ("just summarizing") 	<ul style="list-style-type: none"> • Identifies and summarizes the position/question in a general manner • States writer's position unclearly or in a very basic way • Develops thesis inconsistently 	<ul style="list-style-type: none"> • Chooses basic or irrelevant examples to develop and support thesis • Establishes superficial connections between ideas • Fails to assess the quality of evidence 	<ul style="list-style-type: none"> • Arranges paragraphs with weak organizational structure and uses few or awkward transitions • Uses sentences that are wordy, unclear, awkward with basic vocabulary • Attempts to control grammar, mechanics, and documentation but contains multiple errors
"D" Below Expectations	<ul style="list-style-type: none"> • Demonstrates little to no analysis • Offers mostly narration • Lacks a writer's perspective and fails to consider other perspectives • Fails to conclude 	<ul style="list-style-type: none"> • Fails to identify and summarize position/question • Does not state the writer's position • Develops thesis so that the writer's purpose gets lost 	<ul style="list-style-type: none"> • Chooses insufficient and/or inappropriate examples to develop and support thesis • Fails to establish connections between ideas • Fails to assess the quality of evidence 	<ul style="list-style-type: none"> • Arranges paragraphs poorly and fails to use transitions • Uses sentences marred by unclear and/or repetitive structure and immature vocabulary • Fails to control grammar, mechanics and documentation making the writing difficult to read and understand

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