

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

1.) DATE: <b>05/01/2013</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.) <u>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</u> <u>Core Areas:</u> <b>Literacy and Critical Inquiry (L)</b> <u>Awareness Areas:</u> <b>Select awareness area...</b>	
6.) <b>On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.</b>	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC      prefix <input checked="" type="checkbox"/> Elective  Current General Studies designation(s):      HU, L, H  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	
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"/>	<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>	Syllabus with grading breakdown: 700/1000 essay points in the class (or 70%)  Essay Sample Assignments attached: "Performance", "Essay Examination 1", "Paper One: Day in the Life" Essay
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. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;">             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 "<b>C-1</b>".           </div> <div style="text-align: left; margin-top: 10px;"> <b>C-1</b> </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Course competencies shown through official District Competencies and in the Syllabus (see attachments)  Guidelines for students "Authoritative Sources in Researched Papers"; "HUM Writing Rubric"; "Authoritative Sources in Researched Papers"; "Essay Examination 1"; "Performance Assignment"; " and "Course Syllabus" (see attachments)
1. Please describe the way(s) in which this criterion is addressed in the course design			

## ASU - [L] CRITERIA

<input checked="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>"Syllabus" page 5 showing required substantial writing tasks:</p> <p>--2 Essay Examinations of 1000 words minimum each ("Study Guide for Exam #2" 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. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <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 "<b>C-3</b>".</p> </div> <p><b>C-3</b></p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>	Syllabus "Assignment Policy" regarding 7-10 day feedback provision from me on page 5; also the Writing Center Feedback submission requirement in "Paper One: A Day in the Life" writing assignment (note attachment, powerpoint slide 14)
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. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px; text-align: center;"> <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-4".</p> </div>			
C-4			

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: 10 response logs, 2 analytical essays, 2 response/reaction papers and the 2 essay exams, 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.  Note example assignment guidelines included: --"Response Logs" --"Study Guide for Exam #2" --"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.  The syllabus and schedule of class 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.	SSee 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 Center Feedback submission requirement.

	<p>---Two reaction/response papers are required with lengths over 500 words each totalling 100/1000 points.</p> <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. 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>	
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**HUM251**  
**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:

### **HUM251 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):

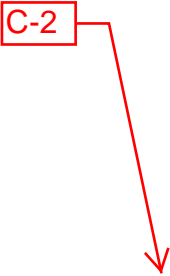
General Education Designation: Historical Awareness - [H]

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

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

## Course Competencies:

### **HUM250 Ideas and Values in the Humanities**

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

## Course Outline:

### **HUM250 Ideas and Values in the Humanities**

#### 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



### 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:

C-2

1. **Analyze** the Renaissance influences on the early modern world.
2. **Analyze** the characteristics of the baroque in the arts.
3. **Explain** the influences of the enlightenment.
4. **Analyze** the characteristics of neoclassicism in the arts.
5. **Analyze** the characteristics of romanticism in the arts.
6. **Evaluate** the impact of industrialization on the humanities.
7. **Analyze** the characteristics of realism to the arts.
8. **Analyze** the characteristics of impressionism to the arts.
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10. **Explain** the impact of the world wars in the humanities.
11. **Illustrate** how 20th Century philosophies impact the arts.
12. **Analyze** the role of post-modern movements in the arts.

**Instructor:** Rod Freeman

office: ESTN 231

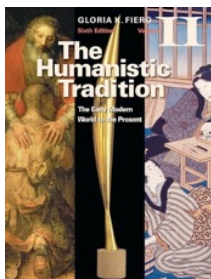
office hours:

Monday, Wednesday, and Friday 8 a.m. to 9 a.m.

Tuesday and Thursday 7:30 a.m. to 8:30 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.

C-2

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

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

- Course name and section must be written in the subject box (HUM251 1630 for example, or
- the mail will not be opened.
- Include your first and last names after your email message
- Email that does not follow this communication policy and procedure will not receive a response.
- 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.

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.

C-2

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

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

General Percentages of points in the course by category:

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-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 2014 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 14-16 Course Introduction and Syllabus

#### **Week 2**

January 21-23 "Chapter 20: The Catholic Reformation and the Baroque Style"

**Due: "Reaction Log 1" (note handout)**

#### **Week 3**

January 28-30 "Chapter 21: Absolute Power and the Aristocratic Style"

**Due: "Reaction Log 2"**

#### **Week 4**

February 4-6 "Chapter 22: The Baroque in the Protestant North"

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

#### **Week 5**

February 11 "Chapter 23: The Scientific Revolution and the New Learning"

February 13 "Chapter 24: The Enlightenment: The Promise of Reason"

**Due: "Reaction Log 3"**

#### **Week 6**

February 18 "Chapter 25: The Limits of Reason"

February 20 "Chapter 26: Eighteenth-Century Art, Music, and Society"

**Due: "Reaction Log 4"**

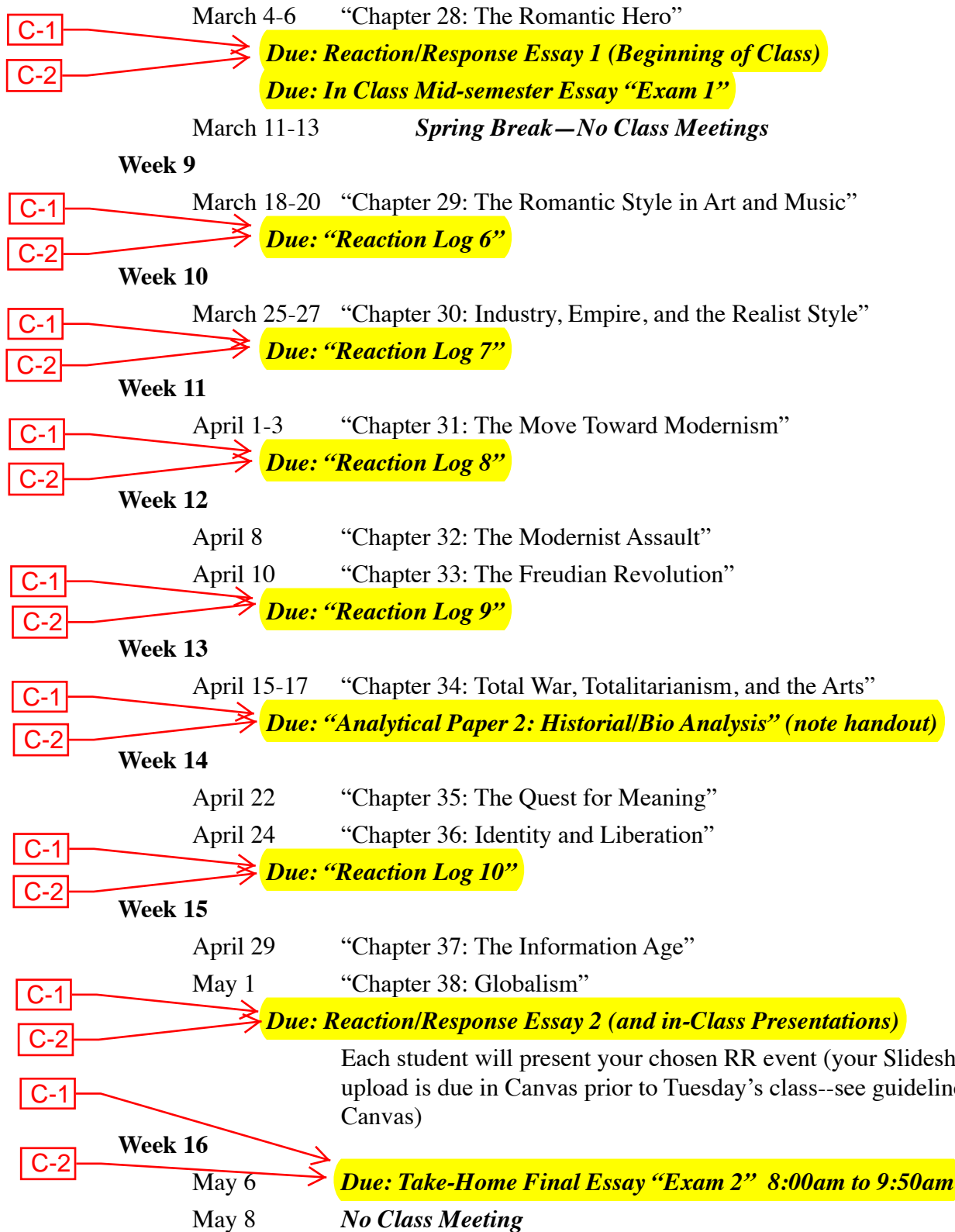
#### **Week 7**

February 25-27 "Chapter 27: The Romantic View of Nature"

**Due: "Reaction Log 5"**

#### **Week 8**

# HUM251 Ideas and Values in the Humanities





GLORIA K. FIERO

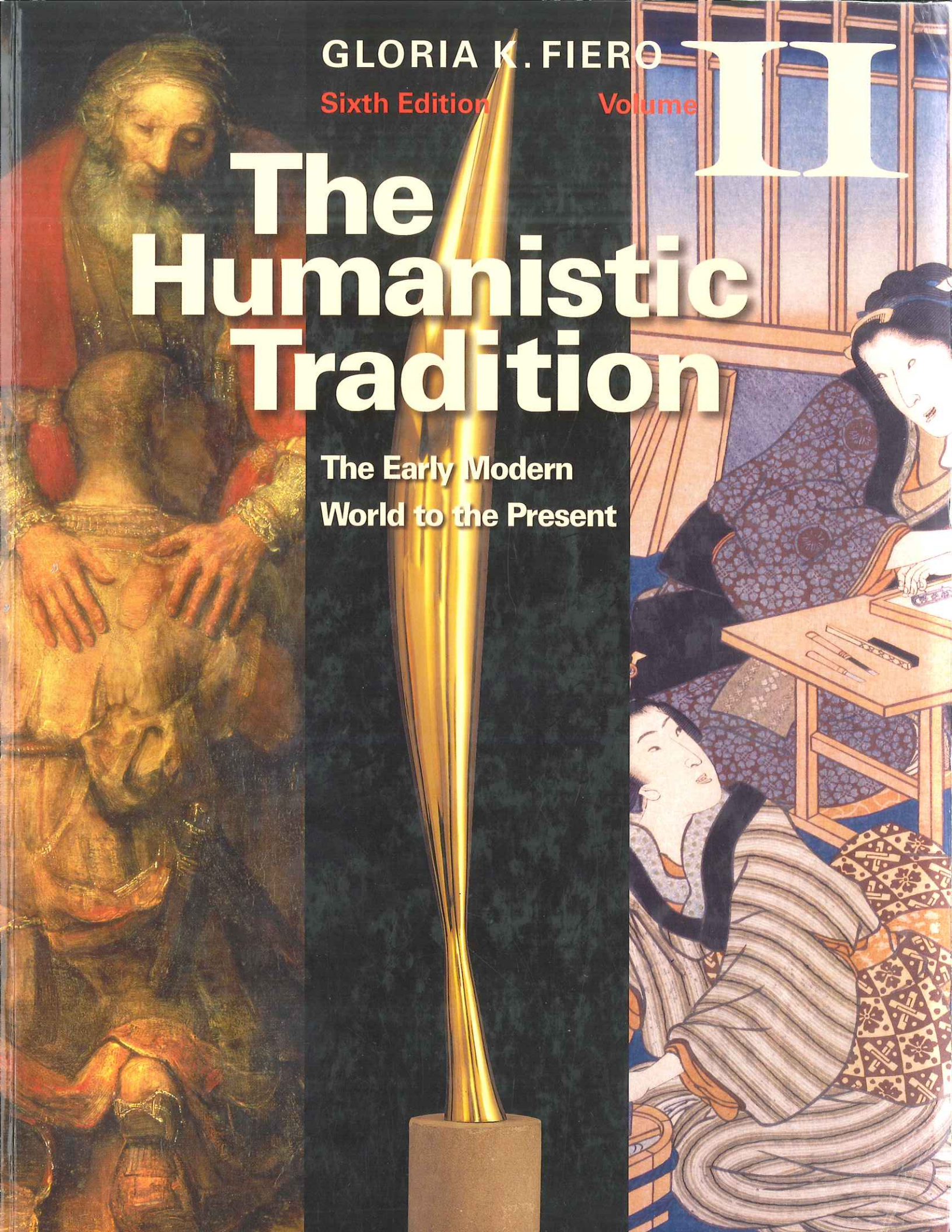
Sixth Edition

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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page 33

Jan Steen, *The Drawing Lesson*, 1665. Oil on canvas, 19½ x 16¼ in. The J. Paul Getty Museum, Los Angeles. Credit: © The J. Paul Getty Museum.

page 207

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

page 351

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.

# Volume II Contents

## Preface xiv

### 19 Protest and Reform: The Waning of the Old Order (ca. 1400–1600) 0

#### LOOKING AHEAD 1

##### The Temper of Reform 1

The Impact of Technology 1

Christian Humanism and the Northern Renaissance 2

##### The Protestant Reformation 3

READING 19.1 From Luther's *Address to the German Nobility* 4

The Spread of Protestantism 5

Calvin 5

The Anabaptists 5

The Anglican Church 6

Music and the Reformation 6

##### Northern Renaissance Art 6

Jan van Eyck 6

Bosch 7

Printmaking 10

#### EXPLORING ISSUES Humanism and Religious

Fanaticism: The Persecution of Witches 10

Dürer 11

Grünewald 12

Cranach and Holbein 13

Brueghel 14

##### Sixteenth-Century Literature 15

Erasmus: *The Praise of Folly* 15

READING 19.2 From Erasmus' *The Praise of Folly* 16

More's *Utopia* 17

READING 19.3 From More's *Utopia* 17

Cervantes: *Don Quixote* 19

READING 19.4 From Cervantes' *Don Quixote* 19

Rabelais and Montaigne 21

READING 19.5 From Montaigne's *On Cannibals* 21

##### Shakespeare 24

Shakespeare's Sonnets 24

READING 19.6 From Shakespeare's Sonnets 24

The Elizabethan Stage 25

Shakespeare's Plays 26

Shakespeare's *Hamlet* 27

READING 19.7 From Shakespeare's *Hamlet* 27

Shakespeare's *Othello* 30

READING 19.8 From Shakespeare's *Othello* 30

## Glossary 31

## LOOKING BACK 32

## BOOK 4

### Faith, Reason, and Power in the Early Modern World

#### Summary of the Renaissance and the

##### Reformation 34

Classical Humanism 34

Renaissance Artists 34

Shattering the Old Order: Protest and Reform 35

#### 20 The Catholic Reformation and the Baroque Style (ca. 1550–1750) 37

#### LOOKING AHEAD 38

##### The Catholic Reformation 38

Loyola and the Jesuits 38

READING 20.1 From Loyola's *Spiritual Exercises* 39

The Council of Trent 39

##### Catholicism's Global Reach 39

##### Literature and the Catholic Reformation 40

Teresa of Avila 41

READING 20.2 From Saint Teresa's *Visions* 41

Crashaw 41

READING 20.3 From Crashaw's *The Flaming Heart* 41

##### The Visual Arts and the Catholic Reformation 41

Mannerist Painting in Italy 41

#### MAKING CONNECTIONS 45

Mannerist Painting in Spain 46

##### The Baroque Style 46

Baroque Painting in Italy 47

Baroque Sculpture in Italy 49

Baroque Architecture in Italy 50

#### MAKING CONNECTIONS 53

##### Baroque Music 55

The Genius of Gabrieli 55

Monteverdi and the Birth of Opera 57

#### LOOKING BACK 58

#### Glossary 59

#### 21 Absolute Power and the Aristocratic Style (ca. 1550–1750) 60

#### LOOKING AHEAD 61

##### The Aristocratic Style in Europe 61

Louis XIV and French Absolutism 61

Versailles: Symbol of Royal Absolutism 61

Louis as Patron of the Arts 67

Academic Art: Poussin and Lorrain 68

The Aristocratic Portrait 71

Velázquez, Rubens, and van Dyck 71



## **Music and Dance at the Court of Louis XIV 73**

### **Seventeenth-Century French Literature 74**

#### **READING 21.1** From La Rochefoucauld's *Maxims* 74

Molière's Human Comedy 74

#### **READING 21.2** From Molière's *Le Bourgeois Gentilhomme* 75

### **Absolute Power and the Aristocratic Style**

#### **Beyond Europe 80**

Imperial Islam 80

The Ottoman Empire 80

The Safavid Empire 81

The Mogul Empire 82

The Arts of the Mogul Court 84

The Decline of the Islamic Empires 86

### **Absolute Power and the Aristocratic Style in China 87**

The Ming Dynasty 87

The Qing Dynasty 87

The Forbidden City 89

The Arts of the Ming and Qing Courts 90

Chinese Literature and the Theater Arts 92

### **Absolute Power and the Aristocratic Style in Japan 92**

The Floating World 93

The Way of Tea and Zen 94

#### **LOOKING BACK 95**

Glossary 96

## **22 The Baroque in the Protestant North**

(ca. 1550–1750) 97

#### **LOOKING AHEAD 98**

### **The Rise of the English Commonwealth 98**

#### **The King James Bible 98**

#### **READING 22.1** The Twenty-Third Psalm 100

### **English Literature of the Seventeenth Century 100**

John Donne 100

#### **READING 22.2** From Donne's *Meditation* 17 100

#### **READING 22.3** From Donne's *Holy Sonnets* 101

The Genius of John Milton 102

#### **READING 22.4** From Milton's *Paradise Lost* 102

### **The London of Christopher Wren 105**

### **Protestant Devotionalism in the Netherlands 106**

Rembrandt 106

### **The Music of the Protestant North 108**

Handel and the English Oratorio 108

Bach and Religious Music 109

#### **LOOKING BACK 110**

Glossary 111

## **23 The Scientific Revolution and the New Learning**

(ca. 1550–1750) 112

#### **LOOKING AHEAD 113**

### **The Scientific Revolution 113**

The Background 113

Kepler 114

Galileo 114

The Instruments of the New Science 114

### **The New Learning 115**

Bacon and the Empirical Method 115

#### **READING 23.1** From Bacon's *Novum Organum* 116

#### **EXPLORING ISSUES Science versus Religion 117**

#### **READING 23.2** From Bacon's *Of Studies* from *Essays* 117

Descartes and the Birth of Modern Philosophy 117

#### **READING 23.3** From Descartes' *Discourse on Method* (Part IV) 118

Religion and the New Learning 119

Spinoza and Pascal 120

Locke and the Culmination of the Empirical Tradition

120

#### **READING 23.4** From Locke's *Essay Concerning Human Understanding* 120

### **Newton's Scientific Synthesis 121**

### **The Impact of the Scientific Revolution on Art 121**

Northern Baroque Painting 121

Vermeer and Dutch Painting 125

Dutch Portraiture 126

Rembrandt's Portraits 128

### **Baroque Instrumental Music 129**

Vivaldi 130

Bach and Instrumental Music 130

#### **LOOKING BACK 131**

Glossary 132

## **24 The Enlightenment: The Promise of Reason**

(ca. 1650–1800) 133

#### **LOOKING AHEAD 134**

### **Liberty and Political Theory 134**

Natural Law 134

Hobbes and Locke 134

#### **READING 24.1** From Hobbes' *Leviathan* 135

Locke's Government of the People 136

#### **READING 24.2** From Locke's *Of Civil Government* 137

The Influence of Locke on Montesquieu  
and Jefferson 138

#### **EXPLORING ISSUES The Right of Revolution 139**

#### **READING 24.3** From Jefferson's Declaration of Independence 139

### **The Birth of Economic Theory 139**

#### **READING 24.4** From Smith's *An Inquiry into the Nature and Causes of the Wealth of Nations* 140

### **The Philosophes 141**

Diderot and the *Encyclopédie* 141

#### **READING 24.5** From the *Encyclopédie* 142

Madame du Châtelet 143

The Encyclopedic Cast of Mind 143

### **The Crusade for Progress 144**

Leibniz and Beccaria	144
Condorcet	144
<b>READING 24.6</b> From Condorcet's <i>Sketch for a Historical Picture of the Progress of the Human Mind</i>	145
Enlightenment and the Rights of Women	146
<b>READING 24.7</b> From Wollstonecraft's <i>A Vindication of the Rights of Woman</i>	147
<b>Enlightenment Literature</b>	149
The Journalistic Essay	149
The Modern Novel	149
Pope: Poet of the Enlightenment	149
<b>READING 24.8</b> From Pope's <i>Essay on Man</i>	150
<b>LOOKING BACK</b>	151
Glossary	151
 <b>25 The Limits of Reason (ca. 1700–1800)</b>	152
<b>LOOKING AHEAD</b>	153
<b>The Industrial Revolution</b>	153
Early Industrialization	153
<b>The Transatlantic Slave Trade</b>	153
<b>READING 25.1</b> From Equiano's <i>Travels</i>	155
<b>READING 25.2</b> Wheatley's "On Being Brought from Africa to America"	158
<b>Satire: Weapon of the Enlightenment</b>	158
The Satires of Jonathan Swift	158
<b>READING 25.3</b> From Swift's <i>A Modest Proposal</i>	159
Voltaire and <i>Candide</i>	161
<b>READING 25.4</b> From Voltaire's <i>Candide, or Optimism</i>	162
Satire in Chinese Literature	164
<b>READING 25.5</b> From Li Ruzhen's <i>Flowers in the Mirror</i>	165
The Visual Satires of William Hogarth	166
<b>Rousseau's Revolt Against Reason</b>	167
<b>READING 25.6</b> From Rousseau's <i>Discourse on the Origin of Inequality among Men</i>	168
Rousseau and Education	170
<b>Kant's Mind/World Revolution</b>	170
<b>The Revolutions of the Late Eighteenth Century</b>	171
The American Revolution	171
The French Revolution	171
<b>LOOKING BACK</b>	174
Glossary	174
 <b>26 Eighteenth-Century Art, Music, and Society (ca. 1700–1820)</b>	175
<b>LOOKING AHEAD</b>	176
<b>The Rococo Style</b>	176
Rococo Painting: Watteau	177
Boucher	179
Vigée-Lebrun	180
Fragonard	180
Rococo Sculpture	180

Rococo Music	180
<b>Eighteenth-Century Genre Painting</b>	182
Greuze	182
Chardin	183
<b>Eighteenth-Century Neoclassicism</b>	184
Winckelmann	185
Piranesi	185
Neoclassical Architecture	186
Neoclassicism in America	190
<b>MAKING CONNECTIONS</b>	190
Neoclassical Sculpture	191
Neoclassical Painting and Politics: The Art of David	192
Ingres and Academic Neoclassicism	195
Kauffmann and Academic Neoclassicism	196
Neoclassicism under Napoleon	196
<b>MAKING CONNECTIONS</b>	197
<b>Eighteenth-Century Western Music</b>	198
Classical Music	198
The Birth of the Symphony Orchestra	198
Classical Instrumental Compositions	200
The Development of the Classical Style: Haydn	201
The Genius of Mozart	202
Beethoven: The Early Years	204
<b>LOOKING BACK</b>	204
Glossary	205

## BOOK 5

### Romanticism, Realism, and the Nineteenth-Century World

<b>27 The Romantic View of Nature (ca. 1780–1880)</b>	209
<b>LOOKING AHEAD</b>	210
<b>The Progress of Industrialization</b>	210
<b>Early Nineteenth-Century Thought</b>	210
Hegel and the Hegelian Dialectic	211
Darwin and the Theory of Evolution	211
<b>Nature and the Natural in European Literature</b>	213
Wordsworth and the Poetry of Nature	213
<b>EXPLORING ISSUES Creationism versus Evolution</b>	213
<b>READING 27.1</b> From Wordsworth's "Lines Composed a Few Miles Above Tintern Abbey"	215
The Poetry of Shelley	216
<b>READING 27.2</b> Shelley's "Ode to the West Wind"	216
The Poetry of Keats	217
<b>READING 27.3</b> Keats' "Ode on a Grecian Urn"	218
Blake: Romantic Mystic	218
<b>READING 27.4</b> Blake's "The Tiger"	219
<b>Nature and the Natural in Asian Literature</b>	219
<b>READING 27.5</b> From Shen Fu's <i>Six Chapters from a Floating Life</i>	220



## **Romantic Landscape Painting 220**

### **MAKING CONNECTIONS 221**

Constable and Turner 222

Landscape Painting in France 224

### **American Romanticism 225**

Transcendentalism 225

**READING 27.6** Emerson's "Brahma" 226

**READING 27.7** From Thoreau's *Walden* 226

Walt Whitman's Romantic Individualism 227

**READING 27.8** From Whitman's "Song of Myself" 227

American Landscape Painting 229

America and Native Americans 230

American Folk Art 232

### **Glossary 234**

### **LOOKING BACK 235**

## **28 The Romantic Hero (ca. 1780–1880) 236**

### **LOOKING AHEAD 237**

#### **Nationalism and the Hero 237**

Napoleon as a Romantic Hero 237

**READING 28.1** From Napoleon's *Diary* 239

#### **The Promethean Hero 240**

The Promethean Myth in Literature 240

**READING 28.2** From Mary Shelley's *Frankenstein*  
(Chapters 4 and 5) 240

Byron and the Promethean Myth 242

**READING 28.3** Byron's "Prometheus" 243

Pushkin: The Byron of Russia 243

**READING 28.4** From Pushkin's "Napoleon" 244

The Abolitionists: American Prometheans 244

*Frederick Douglass* 245

**READING 28.5** From Douglass's *My Bondage and My Freedom* 245

*Sojourner Truth* 246

**READING 28.6** From *The Narrative of Sojourner Truth* 246

Slave Songs and Spirituals 247

#### **Goethe's Faust: The Quintessential Romantic Hero 247**

**READING 28.7** From Goethe's *Faust* 248

#### **Romantic Love and Romantic Stereotypes 254**

**READING 28.8** Heine's "You are Just Like a Flower" 254

The Female Voice 254

### **LOOKING BACK 256**

## **29 The Romantic Style in Art and Music**

(ca. 1780–1880) 257

### **LOOKING AHEAD 258**

#### **Heroic Themes in Art 258**

Gros and the Glorification of the Hero 258

Popular Heroism in Goya and Géricault 258

Delacroix and Revolutionary Heroism 261

### **MAKING CONNECTIONS 262**

Heroic Themes in Sculpture 263

#### **Trends in Mid Nineteenth-Century Architecture 265**

Neomedievalism in the West 265

Exoticism in Western Architecture 267

#### **The Romantic Style in Music 267**

The Genius of Beethoven 268

Art Songs 270

The Programmatic Symphonies of Berlioz 270

The Piano Music of Chopin 271

#### **The Romantic Ballet 272**

#### **Romantic Opera 274**

Verdi and Italian Grand Opera 274

Wagner and the Birth of Music-Drama 275

### **LOOKING BACK 276**

### **Glossary 277**

## **30 Industry, Empire, and the Realist Style (ca. 1850–1900) 278**

### **LOOKING AHEAD 279**

#### **The Global Dominion of the West 279**

Advancing Industrialization 279

Colonialism and the New Imperialism 279

**READING 30.1** From Kipling's "The White  
Man's Burden" 280

China and the West 281

**READING 30.2** From Lin Zexu's *Letter of Advice to  
Queen Victoria* 281

#### **EXPLORING ISSUES Islam and the West 283**

Social and Economic Realities 283

#### **Nineteenth-Century Social Theory 284**

#### **EXPLORING ISSUES The Limits of Authority 285**

The Radical Views of Marx and Engels 285

**READING 30.3** From Marx's and Engels' *Communist  
Manifesto* 286

Mill and Women's Rights 288

**READING 30.4** From Mill's *The Subjection of Women* 288

The New Historicism 289

#### **Realism in Literature 289**

The Novels of Dickens and Twain 289

**READING 30.5** From Dickens' *The Old Curiosity Shop*  
290

**READING 30.6** From Twain's *The Adventures of  
Huckleberry Finn* 291

Russian Realism: Dostoevsky and Tolstoy 293

**READING 30.7** From Dostoevsky's *Crime  
and Punishment* 294

The Literary Heroines of Flaubert and Chopin 295

**READING 30.8** From Flaubert's *Madame Bovary* 296

**READING 30.9** Kate Chopin's "The Story of an Hour"  
("The Dream of an Hour") 296

Zola and the Naturalistic Novel 297

**READING 30.10** From Zola's *Germinal* 298



Realist Drama: Ibsen 299

**READING 30.11** From Ibsen's *A Doll's House* 299

**Realism in the Visual Arts 301**

The Birth of Photography 301

Courbet and French Realist Painting 302

Daumier's Social Realism 306

The Scandalous Realism of Manet 308

Realism in American Painting 310

**MAKING CONNECTIONS 311**

**Late Nineteenth-Century Architecture 313**

**Realism in Music 316**

**LOOKING BACK 318**

Glossary 318

**31 The Move Toward Modernism (ca. 1875–1900) 319**

**LOOKING AHEAD 320**

**Late Nineteenth-Century Thought 320**

Nietzsche's New Morality 320

**READING 31.1** From the Works of Nietzsche 320

Bergson: Intellect and Intuition 321

**Poetry in the Late Nineteenth Century:**

The Symbolists 322

Mallarmé 322

**READING 31.2** From Mallarmé's "The Afternoon of a Faun" 322

**Music in the Late Nineteenth Century: Debussy 323**

**Painting in the Late Nineteenth Century 324**

Symbolism 324

Impressionism 324

Monet: Pioneer Impressionist 325

Renoir 327

Pissarro 327

Degas 328

Japanese Woodblock Prints and Western Art 328

Cassatt 331

**MAKING CONNECTIONS 332**

Toulouse-Lautrec 332

**Art Nouveau 334**

**Sculpture in the Late Nineteenth Century 336**

Degas and Rodin 336

**The Arts of Africa and Oceania 340**

Primitivism 341

**Postimpressionism 342**

Van Gogh 343

Gauguin 344

Seurat 346

Cézanne 347

**LOOKING BACK 349**

Glossary 349

## BOOK 6

### Modernism, Postmodernism, and the Global Perspective

#### 32 The Modernist Assault (ca. 1900–1950) 353

##### LOOKING AHEAD 354

##### The New Physics 354

##### Early Twentieth-Century Poetry 355

The Imagists 355

##### READING 32.1 From Pound's *Personae* 355

T. S. Eliot 356

##### READING 32.2 Eliot's "The Love Song of J. Alfred Prufrock" 356

Frost and Lyric Poetry 358

##### READING 32.3 Frost's "The Road Not Taken" 358

##### Early Twentieth-Century Art 358

Picasso and the Birth of Cubism 358

##### MAKING CONNECTIONS 360

Assemblage 362

Futurism 362

Matisse and Fauvism 365

The Birth of Motion Pictures 365

Brancusi and Abstraction 367

Abstraction and Photography 367

Nonobjective Art 368

Kandinsky 368

Malevich 369

Mondrian 370

Russian Constructivism 371

##### Early Twentieth-Century Architecture 372

The Architecture of Wright 372

The Bauhaus and the International Style 374

Le Corbusier 374

##### Early Twentieth-Century Music 376

Schoenberg 376

Stravinsky 377

##### The Beginnings of Modern Dance 377

Nijinsky 377

Graham 377

Balanchine 378

Dunham 378

##### LOOKING BACK 378

##### Glossary 379

#### 33 The Freudian Revolution (ca. 1900–1950) 380

##### LOOKING AHEAD 381

##### Freud 381

The Tripartite Psyche 381

*Civilization and Its Discontents* 381

##### READING 33.1 From Freud's *Civilization and Its Discontents* 382

**EXPLORING ISSUES Freud versus the Critics 384**

Freud's Followers 384

**The New Psychology and Literature 385**

Proust's Quest for Lost Time 385

**READING 33.2 From Proust's *Swann's Way* 385**

The Nightmare Reality of Kafka 387

**READING 33.3 From Kafka's "The Metamorphosis" 387**

Joyce and Stream of Consciousness Prose 388

The New Freedom in Poetry 389

**READING 33.4 Cummings' [she being Brand] 389**

**The New Psychology and the Visual Arts 390**

Expressionism 390

Metaphysical Art and Fantasy 392

The Dada Movement 392

Surrealism and Abstract Surrealists: Picasso, Miró,  
and Klee 395

Visionary Surrealists: Magritte and Dali 396

The Women of Surrealism 398

Dada and Surrealist Photography 399

Dada and Surrealist Film 401

**The New Psychology and Music 402**

Strauss and Bartók 402

Schoenberg 402

Berg 402

**LOOKING BACK 403**

**Glossary 403**

**34 Total War, Totalitarianism, and the Arts  
(ca. 1900–1950) 404**

**LOOKING AHEAD 405**

**Total Wars 405**

World War I 405

**World War I Literature 406**

World War I Poetry 406

**READING 34.1 Owen's "Dulce Et Decorum Est" 407**

**READING 34.2 From Eliot's *The Waste Land* 407**

**READING 34.3 Yeats' "The Second Coming" 408**

World War I Fiction 408

**READING 34.4 From Remarque's *All Quiet on the  
Western Front* 408**

**World War I Art 410**

Ernst 410

Grosz 410

Léger 411

Experimental Film 412

**The Russian Revolution 412**

**The Great Depression and the American Scene 412**

Literature 413

The Visual Arts 414

Mexico's Mural Renaissance 415

Photography 415

**Totalitarianism and World War II 416**

World War II Poetry 418

**READING 34.5 Jarrell's "The Death of the Ball  
Turret Gunner" 418**

**READING 34.6 Shuson's *haikus* 418**

World War II Fiction 418

Responses to Totalitarianism 419

**READING 34.7 From Wiesel's *Night* 419**

**The Visual Arts in the War Era 420**

Photojournalism 420

Picasso's *Guernica* 420

**MAKING CONNECTIONS 421**

Film in the War Era 422

*Eisenstein* 422

*Riefenstahl* 423

*Film in America* 423

**Music in the War Era 424**

Shostakovich 424

Prokofiev 424

Britten 424

Penderecki 424

Copland and the American Sound 425

**The Communist Revolution in China 425**

**LOOKING BACK 426**

**Glossary 427**

**35 The Quest for Meaning (ca. 1940–1960) 428**

**LOOKING AHEAD 429**

**The Cold War 429**

**Existentialism 429**

The Philosophy of Sartre 429

**EXPLORING ISSUES Communism versus**

**Capitalism 430**

**READING 35.1 From Sartre's "Existentialism" 430**

Christian Existentialism 432

**Literature at Mid-Century 432**

Utopias and Dystopias 432

The Literary Antihero 433

Theater of the Absurd 433

**READING 35.2 From Beckett's *Waiting for Godot* 434**

Poetry at Mid-Century: Dylan Thomas 435

**READING 35.3 Thomas' "Do Not Go Gentle Into That  
Good Night" 435**

Rabindranath Tagore 435

**READING 35.4 Tagore's "The Man Had No Useful  
Work" 435**

**The Visual Arts at Mid-Century 436**

Abstract Expressionism 436

Pollock 437

**MAKING CONNECTIONS 438**

Color-Field Painting 439

Hopper's America 440

**Sculpture at Mid-Century 441**

C-1

C-3

C-2

## HUM 251 STUDY GUIDE: Exam #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 characteristics and intentions of the Romantic hero in the early 1800s. Focus on at least 2 different hero types. Illustrate your discussion of each hero's characteristics/intentions with specific examples (i.e. artists and titles) from at least 2 different art forms (such as literature, music, visual art, architecture). Conclude by arguing why the "we" philosophy of the Enlightenment period became the "me" philosophy of the Romantic period. In other words, conclude by discussing how social and political factors shaped the humanities from the Neo-Classical style into the Romantic style and WHY. Be sure to support your discussion with specific examples from material we've covered in class, such as the text reading, class supplements, etc.
2. "Show me an angel and I'll paint one"—Courbet. Explain how the social and political factors of the mid-late 1800s gave rise to a new style called Realism. Explain how these political/social contexts influenced artists' intentions, characteristics, and subject matter. Illustrate your discussion with specific examples (i.e. artists and titles) from at least 2 different art forms (such as literature, music, visual art, architecture). Conclude by arguing why you think the Realistic period replaced the Romantic period. In other words, explore the reasons why you think the 19th century began and ended with two very different art styles. Be sure to support your discussion with specific examples from material we've covered in class, such as the text reading, class supplements, etc. This question focuses on Realism and related materials only.
3. Trace the different ways artists painted nature images in the Romantic, Realistic, and Impressionistic eras. For each era, connect the images of nature to the complex factors shaping these different styles. For example, you might consider the social and political contexts of each style; the artists' purposes/intentions behind each style; the ways the relationship between the land and humans are depicted in each style and why; the techniques used and their effects for each style, etc. Illustrate your discussion with specific examples (painters and titles of works) from the Masterpiece Replayed exhibit. Conclude by arguing what you think is the most important evolution (change) from the Romantic to the Impressionist style of nature painting and what direction you think this change will take art into as we approach the 20th century.



## 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...**



# 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