

Polytechnic, Tempe, and West campuses

| | |
|---|---|
| 1.) DATE: 09/24/09 | 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: RICHARD FELNAGLE PHONE: 480-461-7216 FAX: 480-461-7644 | |
| ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program. | |
| MANDATORY REVIEW: <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves. | |
| AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study. | |
| 5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Humanities and Fine Arts (HU) Awareness Areas: 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 or 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 | |
| Effective date: 2010 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 no | |
| Chair/Director: | Chair/Director Signature: |

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

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

| ASU - [HU] CRITERIA | | | |
|---|--------------------------|--|---|
| HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content. | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. | Course Comps 1, 2, 3, 4, 5 Study Units 1c, 2g, 2h, 3a, 3d, 3e, 4e, 5c, 6c, 6d, 6f, 7d, 8a, 8b, 9a, 10a, 10b, 10c, 10d, 11c, 12c, 12f, 13c, and 13d |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. | Course Comps 1, 2, 3, 4, 5. Study Units 1c, 2e, 2f, 2h, 3h, 4a, 4b, 4d, 4e, 5c, 7e, 8d, 9c, 10d, 11e, 11f, 12d, 12 e, 13e, 13f. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. | Course Comps 1, 2, 3, 4, 5. Study Units 2d, 2g, 2h, 3d, 3h, 4e, 5c, 6b, 6c, 6d, 6f, 7d, 8a, 8b, 9a, 10a, 10b, 10c, 10d, 11c, 12c, 13c, 13d. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | b. Concerns aesthetic systems and values, literary and visual arts. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design. | Course Comps 1,2,3,4,5. Study Units 1d, 2d, 2h, 3b, 3c, 4a, 4b, 4d, 4f, 5c, 7a, 7e, 8d, 9c, 10d, 11f, 12c, 12d, 13e, 13f |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Deepen awareness of the analysis of literature and the development of literary traditions. | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|------------------------------------|-------------|
| HUM | 250 | Ideas and Values in the Humanities | HU |

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) |
|--|--|---|
| 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience | The course traces the evolution of foundation principles of Western and non-Western ideas through a survey of major texts and works of human expression. The first unit focuses on the cave paintings at Lascaux and their meaning to primitive man. The second unit looks at Egyptian myths and their expression in bas-reliefs and architecture. The third unit examines the belief system implied in the Greek myths and the origins of the Athenian democracy. The fourth unit focuses on Greek philosophy. The fifth unit explores philosophical movements of the Hellenistic period. The sixth unit surveys the essential tenets of Hinduism and Buddhism. The seventh unit explores intellectual and philosophic trends of the Augustan age of Rome. The eighth unit explores the evolution of Judaism and early Christianity. The ninth explores various schisms in early Christianity. The tenth unit explores Islam. The eleventh unit explores trends in early Medieval Christianity. The twelfth unit looks at the evolving Gothic Church and the ideological background to the Crusades. The thirteenth unit explores the background of the Inquisition and how late Medieval thinkers were breaking away from Church traditions. | Course Comps 1, 2, 3, 4, 5 Study Units 1c, 2g, 2h, 3a, 3d, 3e, 4e, 5c, 6c, 6d, 6f, 7d, 8a, 8b, 9a, 10a, 10b, 10c, 10d, 11c, 12c, 12f, 13c, and 13d |

| | | |
|---|--|--|
| <p>2. Concerns the comprehension and interpretation analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</p> | <p>Throughout the course, a major focus is on examining and interpreting texts of all kinds in an historical context. The first unit wrestles with the meaning of the Lascaux cave paintings. The second unit analyzes the epic of Gilgamesh and the Code of Hammurabi. The third unit looks critically at Homer's Odyssey. The fourth unit analyzes Greek architecture, sculpture, and theatre. The fifth unit looks at various trends in sculpture and architecture of the Hellenistic period. The seventh unit analyzes trends in Roman architecture. The eighth unit analyzes trends in early Christian art. The ninth unit interprets trends in Byzantine art. The tenth unit analyzes features of Islamic art. The eleventh unit analyzes trends in early Medieval art and Romanesque architecture. The twelfth unit analyzes Medieval literature and Gothic architecture. The thirteenth unit analyzes new trends in painting from the Northern Renaissance and trends in architecture.</p> | <p>Course Comps 1, 2, 3, 4, 5. Study Units 1c, 2e, 2f, 2h, 3h, 4a, 4b, 4d, 4e, 5c, 7e, 8d, 9c, 10d, 11e, 11f, 12d, 12 e, 13e, 13f. Readings from Gilgamesh, the Code of Hammurabi, Herodotus, the Odyssey, the Republic, the Nicomachean Ethics, Theocritus, Menander, the Shijing, Caesar's history of the Gallic Wars, Cicero's letters, the Aeneid, Paul's Letter to the Romans, the Gospel According to Mary Magdalene, Gregory of Tours' History of the Franks, the Song of Roland, the Magna Carta, Chretien de Troyes Lancelot, Dante's Inferno, and Boccaccio's Decameron.</p> |
| <p>4.a, b, and c. Concerns the development of human thought, aesthetic systems and values, and aesthetic experience in the visual and performing arts.</p> | <p>The course traces the origins of foundation principles of Western and non-Western thought. The second unit focuses on values from Mesopotamian and Egyptian cultures and examines major works of sculpture and architecture. The third, fourth, and fifth units introduce the origins of Greek ideas and values and their evolution through the Archaic, Classical, and Hellenistic periods, with a strong emphasis on interpreting significant works of sculpture and architecture. The fourth unit profiles several early Greek philosophers, with a special focus on the conflicting ideals of Aristotle and Plato. The sixth unit describes fundamental precepts of Hinduism, Buddhism, Daoism, and Confucianism, with some emphasis on the expression of essential ideas in the visual arts. The seventh unit describes how Greek ideas were adopted by the Romans; excerpts from Roman literature are examined along side</p> | <p>Course Comps 1, 2, 3, 4, 5. Study Units 2d, 2g, 2h, 3d, 3h, 4e, 5c, 6b, 6c, 6d, 6f, 7d, 8a, 8b, 9a, 10a, 10b, 10c, 10d, 11c, 12c, 13c, 13d.</p> |

| | | |
|--|---|--|
| | <p>works of sculpture and architecture. The eighth unit describe the origins of Judasim and Christianity. The ninth unit describes how Christian beliefs evolved in Byzantium and Rome. The tenth unit describes the origins of Islam. The eleventh unit describes the beliefs of the early Medieval Church in Europe. The last three units focus on the evolution of Medieval thought and its expression in art and literature. The eleventh and twelfth units examine the struggle for orthodoxy in the Medieval Church, and the thirteenth unit describes the justification for the Inquisition and the new intellectual movements that were laying the foundation for the Reformation. Throughout these units, the evolution of church architecture and decoration is emphasized.</p> | |
|--|---|--|

Official Course Description: MCCCDCD Approval: 10/26/99**HUM250 20006-99999**

LEC 3 Credit(s) 3 Period(s)

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.

[Go to Competencies](#) [Go to Outline](#)

MCCCDCD Official Course Competencies:**HUM250 20006-99999 Ideas and Values in the Humanities**

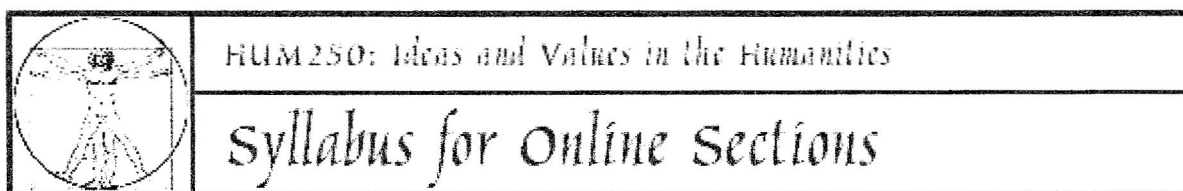
1. Describe religion and art in early civilizations. (I)
2. Describe major aspects of the historical development, philosophy, art, and literature of early Hellenic, and Hellenistic Greece. (II)
3. Describe major aspects of the historical development, philosophy, art, and literature of ancient Rome. (III)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

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

MCCCDCD Official Course Outline:**HUM250 20006-99999 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

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

**Catalog Description:**

3 Credit(s), 3 Period(s). 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.

Instructor:

Your instructor is Mr. Richard Felnagle. My office is room number LO15 in the LA (Language Arts) building on the north west corner of the Mesa Community College campus at Southern and Dobson. My office hours are MWF 10:00-10:50 AM. On Tuesday and Thursday evenings from 10:00 to 11:00 PM, I am available online. My office telephone number is (480) 461-7231. I am available for conferences during my office hours and by appointment. My email address is below:

rfelnagle@mail.mc.maricopa.edu

This course is offered through Mesa Community College, a member of the Maricopa Community College District.

Required Materials:

The readings and other materials required for this course are all provided online. There is no required textbook for this course, and there are no additional fees for these materials.

Computer Requirement:

The online course materials make extensive use of streaming media which require that you have an appropriate computer equipped with a sound card and speakers. To handle the streaming media, your connection to the Internet needs to be faster than a telephone modem.

You are responsible for your own Internet access to the course materials. If your Internet connection is inadequate to access the course materials or your computer cannot properly display the text, graphics, and media, you may use the computers available in the Information Commons of the Elsner Library.

Assignment Schedule:

For the weekly assigned work schedule, please click on the icon labeled "Study Units" on the course homepage. The deadlines for completing the weekly quizzes and Discussions are listed under each of the numbered section icons. For the deadlines for the two synthesis papers, please click on the icon labeled "Synthesis Papers" on the course homepage.

Late Work:

Computer problems will not excuse late or missing work. If your own computer or your own Internet connection is not working, then you are responsible to find one that is working in time for you to complete the course work by the announced deadline. While I am deeply sympathetic to anyone experiencing computer difficulties, please do not ask me to excuse late work because of your own computer or Internet-related problems.

If you experience problems with your computer, your Internet connection, or WebCT, call the MCC Help Desk: (480) 461-7217. If they cannot help with your problem, then send me an email, and I will try to solve the problem, but not until you have contacted the MCC Helpdesk FIRST.

The Help Desk is usually open week nights until 8:00 PM, but they close earlier on Fridays, and they are usually open only during the day on weekends. Call the number given above for more information on hours of availability.

However, I do understand that students have lives and responsibilities that often impinge on their ability to function successfully. When difficult circumstances arise, I am willing to discuss extending deadlines or making other adjustments in the course requirements, but I need to know about your problems BEFORE the work is missed, not AFTER. Please be sure you understand this point: I will only extend deadlines before the work is due, not after.

The one exception to this policy is the deadline for the final synthesis paper. Those papers must be uploaded to the WebCT "dropbox" by the assigned deadline. No late papers will be accepted.

Course Objectives:

HUM250 and HUM251 form a two-semester sequence that surveys the history and development of the Western intellectual tradition. HUM250 covers the period from the origins of Western civilization through the early Renaissance. HUM251 starts there and continues to the present time. Both courses are self contained, and they may be taken in any order. And within the Maricopa system, both courses may be used to satisfy the six credit humanities distribution requirement.

The general purpose of these courses is to increase students' familiarity with the broad outlines of Western history. Since the subject matter is so broad and covers such a huge expanse of time, the focus in both courses is on three specific areas:

- 1.) To increase students' understanding of the ideas and values that define Western Civilization.
- 2.) To familiarize students with a body of specific information—names of important people, philosophical movements, events, works of art, etc.—which any college-educated person might reasonably be expected to recognize.

3.) To encourage students' desire to travel outside of the United States.

Course Work:

The course materials comprise a series of thirteen study units, similar to the chapters of a textbook. Each study unit contains four parts, and they should be completed in this order:

1. **The Overview.** This part introduces the scope of the unit as a whole. The overview will usually be provided in the form of a streaming video lecture, and the complete text of the overview will also be provided for reference.
2. **The Study Guide.** This part is like a table of contents for the chapter. It contains several sections. Each section begins with a list of questions to answer and names to identify; these lists represent the information to be covered on each unit quiz, Discussion entries, and the synthesis papers. Following each list is a link to the text and streaming media where the required information can be found. Each study guide also includes a link which will allow you to download all the questions and identifications as a text file, which you can use to record the answers as you work through the materials in each section.
3. **The Quiz.** This part consists of fifteen multiple-choice questions based on the names, identifications, and questions from the Study Guide. The quiz is delivered entirely online. You will have ten minutes to complete all fifteen questions, and your quiz will be scored immediately. If you are not happy with your grade on your first attempt, you may take the quiz one more time. The higher of the two scores will count towards your final grade.

If Internet or computer problems interfere with your completing a quiz once you have started, send me an email immediately, and time permitting, I will reset your quiz attempt.

However: Computer problems will not excuse missed or incomplete quizzes. If you wait until 11:00 PM on the night a quiz expires to take that quiz for the first time and computer problems prevent you from completing that quiz, then your grade for that quiz will be a zero.

DON'T WAIT UNTIL THE NIGHT A QUIZ EXPIRES TO TAKE THAT QUIZ FOR THE FIRST TIME.

4. **The Discussion:** Each week, I will present a question for online discussion. You will be responsible to post a reply containing more than 200 words which make significant use of the names and vocabulary terms from that week's study guide (see the weekly Discussion instructions for more information about the required vocabulary for that week). I recommend that you write each week's entry with a word processor so you may check your spelling and word count and then block copy your work into the Discussion. Successful Discussion entries will earn five points apiece; no partial credit will be given. In other words, you get the five points or nothing. **As with the quizzes, the entries must be posted by the announced deadline; entries posted after that deadline period will receive no points.**

The fall and spring academic terms consist of fifteen full weeks. You will have one full week

to complete each of the thirteen study units, and you will have one full week to complete each of the two synthesis papers. In the fall term, no work is assigned the week of Thanksgiving, and in the spring term, no work is assigned for the week of spring break.

Students will be notified by the instructor of any changes in course requirements or policies.

Synthesis Papers:

At the midpoint of the course and at the end of the course, you will be assigned to write a paper referencing the course material and reflecting your own insights and opinions. Each paper must include between 1000 and 1500 words. These are not research papers. They are intended as the equivalent of a take-home exam, and each paper will be written in response to a general question provided in the assignment instructions.

For more information and paper due dates, please click on the "Synthesis Papers" icon on the course homepage. However, the specific assignment details for each paper will not be available until exactly one week before the paper is due.

Missing Work Penalty:

For each quiz that you fail to take at least once before the announced deadline, I will deduct an additional 25 points from your final point total.

For each Discussion to which you fail to post an entry before the announced deadline, I will deduct an additional 10 points from your final point total.

The announced deadlines are all listed underneath the unit icons on the table of contents page for the study units.

Minimum Work Requirement:

To earn a passing grade in this course, you must successfully complete

- **both synthesis papers,**
- **a minimum of ten quizzes with ten or more correct answers, and**
- **a minimum of ten appropriate discussion entries, each consisting of more than 200 words making significant use of names and vocabulary terms from the study units.**

In other words, if after two attempts you fail to earn at least ten points on four quizzes, you will not be able to pass the course. If you fail to take four quizzes, you will not be able to pass the course. If you fail to post successfully to four Discussions, you will not be able to pass the course.

Please see the section below on Withdrawing from the Course for more information.

Final Course Grade:

Assuming you have satisfied the Minimum Work Requirement explained above, your final course grade will be based solely on the number of points you earn for the work completed.

Quizzes: Included in the course are thirteen quizzes consisting of fifteen questions. The total possible number of points for all the quizzes is 195.

Discussions: You will be asked to post thirteen discussion entries. For each appropriate entry consisting of more than 200 words, you will receive five points. The total possible number of points is 65.

Synthesis Papers: At the midpoint and at the end of the course, you will write a synthesis paper. Each paper may earn up to 100 points. The total possible number of points for the papers is 200.

The total possible points to be earned in the course is thus 460 points. Your final grade will be determined according to the following scale:

400+ points: A
350-399 points: B
300-349 points: C
250-299 points: D
Less than 250: F

Academic Honesty:

Besides academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and plagiarism makes you subject to disciplinary action. Refer to the MCC Student Handbook for information regarding Academic Misconduct and due process procedures.

I will not tolerate any form of plagiarism in the synthesis papers. Buying a paper or acquiring one from any source and attempting to pass off somebody else's work in whole or in part as your own work is an extremely serious offense. Even if you only copy a few phrases or sentences from a webpage or from a book and change a few words and include that altered text in your paper, you are plagiarizing. Similarly, I will not tolerate any form of plagiarism in the Discussion entries, which are to be entirely your own work. If I catch any instance of plagiarism in a synthesis paper or a Discussion entry, I will drop you from the course immediately with the final grade of F. There will be no appeal and no recourse. Regretfully, I must tell you that every term, I fail several students for documented acts of plagiarism. Don't let this happen to you.

Saving Your Work:

I strongly advise you to save all email messages regarding requests for deadline extensions on quizzes or papers. Also, make backup copies of the papers you upload to WebCT.

Learning Disabilities:

If you have or think you have a disability, including a learning disability, please contact Disability Resources & Services to make an appointment for appropriate accommodations. 480-461-7447.

I am willing to make any reasonable accommodations for limitations due to any disability,

including learning disabilities. Please contact me directly to discuss any special needs you might have. However, I cannot give extra time on any of the quizzes. WebCT does not permit me to change the amount of time for individual students. If this fact presents an insurmountable difficulty for you, please contact me by email to discuss a possible alternative.

Student Responsibilities:

Registered students in this class are responsible to know and understand the syllabus. I will cheerfully answer any questions you may have concerning the syllabus or my class policies.

Registered students are also responsible to know their rights and responsibilities as defined in the college catalogue and the MCC Student Handbook.

Withdrawing from the Course:

I hope you will enjoy this course and find it useful to you, but should you feel you need to withdraw for any reason, I hope you and I may discuss your situation before you take this action. Whatever you do, don't just stop doing the work without communicating with me. **If you simply stop taking quizzes and submitting Discussion entries so that you can no longer fulfill the Minimum Work Requirement, I will drop you, and your final grade will be an F, not a W or a Y.**

Obtaining a Refund

Please be aware that if you withdraw from the class after the first week, you will not be able to obtain a 100% refund of tuition and fees—even if you enrolled in the class during the drop/add period. If you have a tuition deferrment to a date after the first week or if for any other reason you have not paid your tuition and you withdraw at any time **after the first week**, you will be billed for tuition and fees. That's not my policy—that's the District policy. Sorry.

I am well aware that they don't let you take these courses for free, and before you throw away your tuition money, I'd like to try to find some way to help you save your grade and complete the course successfully. Although I give no extra credit assignments and I will not give an Incomplete as a final course grade, I have helped many students in difficult circumstances to complete the course successfully and save their tuition and their GPA. However, I can't help you if I don't know what's going on, so don't be afraid to talk to me before it's too late.

The Maricopa district allows students to withdraw themselves from any 2008 spring term class through Friday, March 6. Until then, you do not need an instructor's signature or permission to withdraw from a class, but you must complete a change of schedule form and submit it to the student records office. One more time: if you simply stop doing the work and do not formally withdraw yourself or notify me of your intention to withdraw, I will drop you with the grade of F.

After March 6, the district does not allow students to withdraw themselves from any classes. Only instructors may withdraw students after that date. If you ask me to withdraw you from

the course, I will do so; however, I will not withdraw any students from the course after Monday, April 27, which is the last day the District allows for student-initiated withdrawals from classes.

< Your location: Home Page > **Study Units**

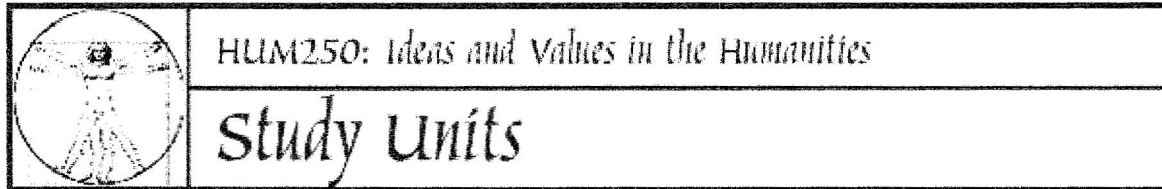


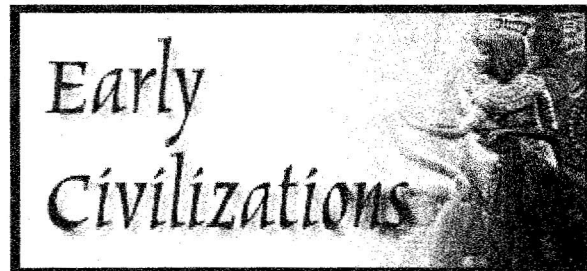
Table of Contents

The date appearing under each icon is the last day for completing the work for that unit. The actual deadline is 11:55 PM on that date.



1. Prehistory ☰

Quiz and Discussion Due Sunday, January 25



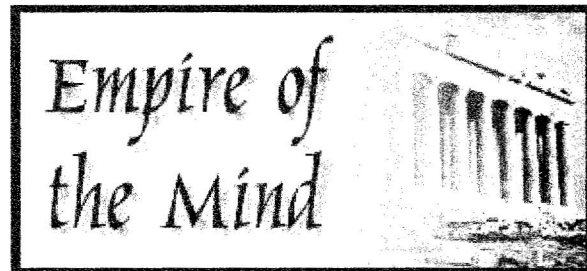
2. Early Civilizations ☰

Quiz and Discussion Due Sunday, February 1



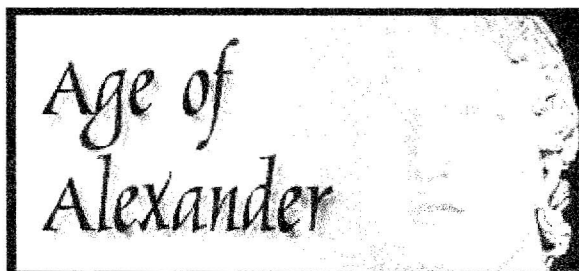
3. The Ancient Greeks ☰

Quiz and Discussion Due Sunday, February 8



4. Empire of the Mind ☰

Quiz and Discussion Due Sunday, February 15



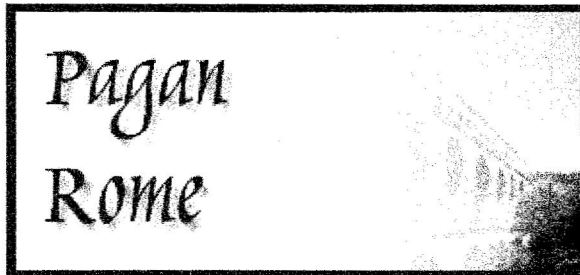
5. The Age of Alexander ☰

Quiz and Discussion Due Sunday, February 22



6. Ancient India and China ☰

Quiz and Discussion Due Sunday, March 1
Last Unit Due Before the First Synthesis Paper



7. Pagan Rome ☞

Quiz and Discussion Due Sunday, March 15
Last Unit Due Before Spring Break



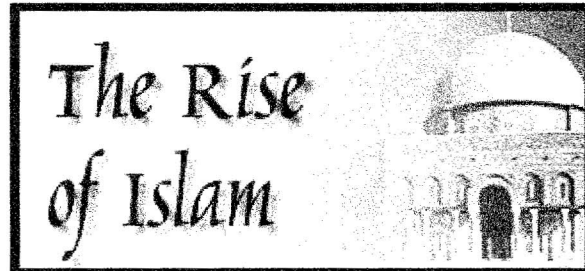
8. Christian Rome ☞

Quiz and Discussion Due Sunday, March 29
One Week After Spring Break



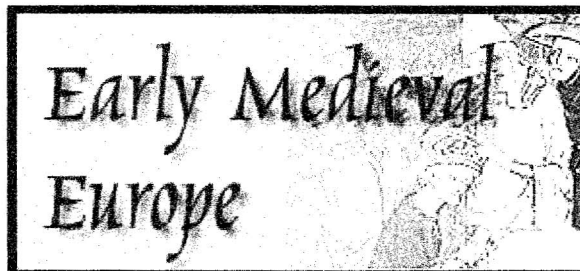
9. The Church Divided ☞

Quiz and Discussion Due Sunday, April 5



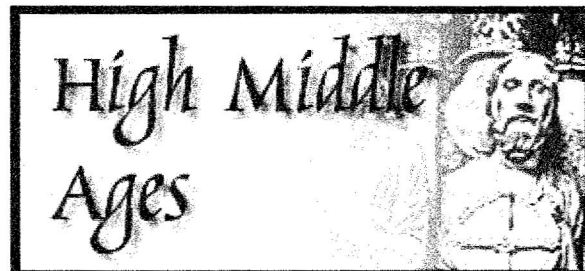
10. The Rise of Islam ☞

Quiz and Discussion Due Sunday, April 12



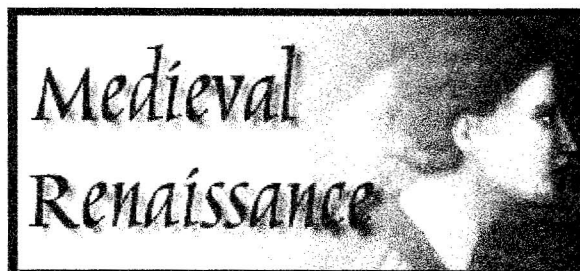
11. Early Medieval Europe ☞

Quiz and Discussion Due Sunday, April 19



12. The High Middle Ages ☞

Quiz and Discussion Due Tuesday, April 26



13. Medieval Renaissance ☞

Quiz and Discussion Due Sunday May 3
Last Unit Before the Second Synthesis Paper

HUM250 Online Course Materials
Unit Content Summaries and Sections

Unit 1: Prehistory

A brief review of human history before the development of the first civilizations and the first written records. Discussion of archaeological evidence concerning the hominids and the early human beings. Virtual visits to the prehistoric cave paintings at Lascaux, France, and to the prehistoric village in Skara Brae, Scotland. The unit begins with a geography exercise: a tour of the map of the Mediterranean.

- a. A Quick Tour of the Mediterranean
- b. Eight Milestones in Prehistory
- c. Lascaux
- d. Skara Brae

Unit 2: Early Civilizations

A brief survey of what is known about two of the world's oldest civilizations: Mesopotamia and Egypt. Includes a focus on the cultural heritage of each civilization, with an emphasis on Egyptian architecture. Readings from two of the world's earliest literary works: *The Epic of Gilgamesh* and *The Code of Hammurabi*.

- a. Prelude: The Calendar
- b. The Early Bronze Age
- c. Mesopotamia
- d. Mesopotamian Culture
- e. The Epic of Gilgamesh
- f. The Code of Hammurabi
- g. The Ancient Egyptians
- h. Egyptian Cultural Heritage
- i. Other Early Civilizations

Unit 3: Ancient Greeks

The beginnings of Greek civilization from prehistory through the Persian Wars, including focus on the civilization of the Minoans and the Mycenaeans. Also included are a survey of the Greek gods and readings from Herodotus' *History of the Persian Wars* and Homer's *Odyssey*.

- a. Mythic Origins
- b. The Minoans
- c. The Mycenaeans
- d. The First Democracy
- e. The Greek Pantheon
- f. The Persian Wars

- g. Herodotus
- h. Homer

Unit 4: Empire of the Mind

The history of the Greek world from the time of the Peloponnesian Wars through the Greek world's absorption into the Roman Empire. This unit covers the life and career of Alexander the Great and the Hellenistic period. The unit also surveys developments in Hellenistic architecture, philosophy, sculpture, and theatre.

- a. Greek Architecture
- b. Greek Sculpture
- c. Pericles
- d. Greek Theatre
- e. Greek Philosophy
- f. Rebuilding the Acropolis

Unit 5: Age of Alexander

The history of the Greek world from the time of the Peloponnesian Wars through the Greek world's absorption into the Roman Empire. This unit covers the life and career of Alexander the Great and the Hellenistic period. The unit also surveys developments in Hellenistic architecture, philosophy, sculpture, and theatre.

- a. The Peloponnesian Wars
- b. Alexander the Great
- c. The Hellenistic Age

Unit 6: Ancient India and China

A survey of the history of Ancient India and China, with an emphasis on the early history and some contemporary social issues. Introductions to the four major religions of these countries: Hinduism, Buddhism, Daoism, and Confucianism. Includes information on popular contemporary tourist attractions in both countries.

- a. Modern India
- b. Ancient India
- c. Hinduism
- d. Buddhism
- e. Ancient China
- f. Daoism and Confucianism

Unit 7: Pagan Rome

The history of the Romans from the period of the Etruscan monarchy through the reign of Caesar Augustus. Emphasis on the forces that led to the formation of the Republic, the Punic Wars, the transition from a citizen army to a professional army, and the career of

Julius Caesar. Includes readings from Caesar's commentaries on the war in Gaul and from Virgil's Aeneid and examples of Roman art and architecture.

- a. The Etruscans
- b. The Republic
- c. The End of the Republic
- d. The Augustan Age
- e. Roman Architecture

Unit 8: Christian Rome

An overview of the origins of Christianity in the Roman Empire between the reign of Augustus through the reign of Constantine. Includes a brief history of the Jews, the contributions of Paul, the persecution of the Christians, and the development of early Christian art and architecture.

- a. Judaism
- b. Early Christianity
- c. From Augustus to Constantine
- d. Early Christian Art

Unit 9: The Church Divided

The rise of Christianity within the Roman Empire with an emphasis on Gnosticism and the various heresies and schisms that developed in the first seven centuries. Paralleling the rise of the Church are the problems that the Roman Empire faced with the barbarian tribes. How the developing Church came to identify with those tribes and how Pope Leo I's encounter with Attila permanently changed the direction of Christianity in the West. A look at the developing Eastern Church with an emphasis on the architecture of the Hagia Sophia.

- a. In Search of Orthodoxy
- b. The Barbarians
- c. Glories of Byzantium

Unit 10: The Rise of Islam

A brief overview of the origins of Islam, beginning with the life of Muhammad through the spread of Islam in the eighth and ninth centuries. Explanation of the historical differences between Sunni and Shiite Muslims, the pillars of Islam, and the Hajj. Virtual visits to Baghdad and Cordoba in the early Medieval period, and a brief tour of the Dome of the Rock.

- a. The Life of the Prophet
- b. Pillars of Islam
- c. The Hajj
- d. Islamic Culture

Unit 11: Early Medieval Europe

Political, religious, and cultural events in Europe between the years 500 and 1000 AD. Emphasis on the development of the Holy Roman Empire, the Viking and Magyar invaders, and the evolution of monasticism and manorialism. Readings from writers of this period, plus a sampling of Gregorian chants and an introduction to Romanesque architecture.

- a. The Rise of the Franks
- b. Vikings and Magyars
- c. The Early Medieval Church
- d. Manorialism
- e. Literature and Art
- f. Romanesque Architecture

Unit 12: High Middle Ages

The birth of European civilization in the years between 1000 and 1300 AD. Focus on the history of England, from the Roman occupation through the Plantaganet dynasty. Other topics include the feudal system, the struggle over Lay Investiture, the advent of the Gothic style of church building, Medieval literature, and the Crusades.

- a. England
- b. Feudal Europe
- c. The Gothic Church
- d. Gothic Architecture
- e. Medieval Literature
- f. The Crusades

Unit 13: Medieval Renaissance

European history from 1300 to 1500. Emphasis on the Hundred Years War, the plague, and the Inquisition. The unit also covers trends in theology and philosophy, literature, painting, architecture, and sculpture. The unit includes readings from Boccaccio and Chaucer.

- a. War and More War
- b. Other Disasters
- c. The Inquisition
- d. Intellectual Trends
- e. Painting with Oils
- f. Architecture and Sculpture

HUM250 Online Course Materials
Readings and Supplementary Streaming Media

Note: the video excerpts and readings described here are all included in the online course materials.

Unit 1. Prehistory

- Video Excerpts from *Lascaux Revisited*, Crystal Productions, 1989.
- Video Excerpt from Simon Shama's *A History of Britain*, Part One: "Beginnings," 2002.

Unit 2. Early Civilizations

- Video Excerpts from *Mesopotamia: I Have Conquered the River*, NHK Enterprises, 2001.
- Video Excerpts from *Ancient Civilizations: Seven Wonders of the Ancient World*, "Hanging Gardens of Babylon," Questar, 2000.
- Text Excerpts from *Gilgamesh* and *The Code of Hammurabi*, from the "Mesopotamia Reader," Washington State University.
- Video Excerpts from *Ancient Civilizations: The Land of the Pharaohs*, "The Nile," "Luxor," and "Abu Simbel," Questar, 2000.

Unit 3. Ancient Greeks

- Video Excerpts from *Crete and Mycenae*, Kartes Video, 1986.
- Video Excerpts from *The Greeks: Crucible of Civilization*, PBS, 2000.
- Text Excerpts from *The History of Herodotus*, volume two, tr. G. C. Macaulay, 1914.
- Text Excerpts from *The Odyssey*, tr. Samuel Butler, 1900.

Unit 4. Empire of the Mind

- Video Excerpts from *Ancient Civilizations: Athens and Ancient Greece*, "The Temple at Sounion," Questar, 2000.
- Video Excerpts from *Art of the Western World*, "The Ashmolean Museum," Kultur, 1994.
- Video Excerpts from *The Greeks: Crucible of Civilization*, "Pericles," "Socrates," PBS, 2000.
- Video Excerpts from *Ancient Civilizations: Athens and Ancient Greece*, "Greek Theater," "The Panathanaia," "The Erectheum," "The Parthenon," Questar, 2000.
- Video Excerpt from *Oedipus* [the Guthrie/Startford production], Corinth Films, 1988.
- Text Excerpt from Plato's *Republic*, Book VI, "The Allegory of the Cave," World Civilizations, Washington State University, 1996.
- Text Excerpt from Aristotle's *Nicomachean Ethics*, II.6-7, "The Doctrine of the Mean," World Civilizations, Washington State University, 1996.

Unit 5. Age of Alexander

- Video Excerpts from *The Greeks: Crucible of Civilization*, “The Peloponnesian War,” “Death of Socrates,” PBS, 2000.
- Video Excerpts from *Alexander the Great*, Discover Communications, 1996.
- Text Excerpt from Theocritus’s 15th *Idyll*, tr. Mitchell Carroll, Internet Ancient History Sourcebook, 1999.
- Optional Text Reading: Menander’s *The Grouch*, tr. Vincent J. Rosivach, Fairfield University, 2006.
- Text Excerpts from “The Principle Doctrines of Epicurus,” derived from Diogenes Laertius’ *Lives and Opinions of Ancient Philosophers*, book 10, tr. Erick Anderson, 2004.

Unit 6 Ancient India and China

- Text Excerpt from *The Laws of Manu*, tr. G. Buhler, tr. Paul Halsall, Internet Indian History Sourcebook, 1998.
- Video Excerpts from *The Long Search*, “Hinduism: 330 Million Gods,” “Taoism: A Question of Balance,” BBC, 1979.
- Text Excerpt “The First Sermon of the Buddha,” Hinduwebsite, 2000-2008.
- Video Excerpts from *Buddhism: The Middle Way of Campssion*, Delphi, 1993.
- Text Excerpt from *Shijing*, Book Two, Poem: “Guan! Guan! Cry the Fish Hawks,” China Window, 1994-2008.
- Video Excerpt from *Eastern Philosophy: Confucius and Shinto*, Cromwell, 2002.

Unit 7. Pagan Rome

- Video Excerpts from *Rome: Power and Glory*, Discovery Communications, 1988.
- Text Excerpts from Livy, Books 1 and 2, tr. Lewis Stiles, University of Saskatchewan, 1995.
- Text Excerpt from Plutarch’s “Caesar,” tr. John Dryden, Internet Classics Archive, n.d.
- Video Excerpts from *Biography: Julius Caesar*, A&E Television, 2002.
- Text Excerpt from Julius Caesar’s *The Gallic War*, Book Seven, tr. W. A. MacDevitt, Project Gutenberg.
- Text Excerpts from Cicero’s Letters, tr. Lewis Stiles, University of Saskatchewan, 1995.
- Text Excerpt from Virgil’s *Aeneid*, tr. John Dryden, Internet Classics Archive, n.d.
- Video Excerpts from *Art of the Western World*, PBS, 1989.

Unit 8. Christian Rome

- Video Excerpts from *The Ten Commandments* [a documentary], A&E Television, 2001.
- Video Excerpts from *Jesus and Paul*, ABC News, 2004.
- Video Excerpts from *Christianity: The First Thousand Years*, A&E Television, 2001.

- Text Excerpts from Paul's Letter to the Romans, Exploring Ancient World Cultures, 1997.
- Video Excerpts from *The Roman Empire in the First Century*, PBS, 2002.

Unit 9. The Church Divided

- Video Excerpts from *Christianity: The First Thousand Years*, A&E Television, 2001.
- Text Excerpt from "The Gospel According to Mary Magdalene," tr. Karen King, Gnostic Society Library, n.d.
- Video Excerpts from *Barbarians: The Huns*, A&E Networks, 2004.
- Text Excerpt from Gregory of Tours' *History of the Franks*, tr. J. H. Robinson, Internet Medieval Sourcebook, 1996.
- Text Reading: James Allen Evans' "Theodora (Wife of Justinian I)," Online Encyclopedia of Roman Rulers and their Families, 1998.
- Video Excerpts from *Byzantium: The Lost Empire*, Discovery Networks, 2001.
- Video Excerpt from *The Western Tradition*, "Divine Rule," Annenberg/CPB Project, 1989.

Unit 10. The Rise of Islam

- Video Excerpts from *Islam: Empire of Faith*, PBS 2001.
- Video Excerpts from *The Long Search: Islam*, Ambrose Video, 1980.
- Video Excerpts from *Inside Mecca*, National Geographic, 2003.

Unit 11. Early Medieval Europe

- Text Reading: Lynn Harry Nelson's "The Rise of the Franks, 330-751," Historical Text Archive, Lectures in Medieval History, 1990-2009.
- Text Excerpts: "Arabs, Franks, and the Battle of Tours, 723: Three Accounts," Internet Medieval Sourcebook, 1998.
- Video Excerpts from *Christianity: The First Thousand Years*, "Charlemagne," "The Magyars," A&E Networks, 2001.
- Text Excerpts from Einhard's *Life of Charlemagne*, trans. S. E. Turner, Internet Medieval Source Book, 1996.
- Video Excerpts from *Barbarians, Part One: The Vikings*, A&E Networks, 2004.
- Video Excerpts from *Passion of the Saints, Volume II: Hermits, Monks and Madmen*, Discovery Communications, 1998.
- Text Excerpt from Steven Kreis' *The History Guide: Lectures on Ancient and Medieval European History*, "European Agrarian Society: Manorialism," The History Guide, 2000.
- Video Excerpts from *Life in Medieval Britain*, Kultur, 2000.
- Text Excerpt from *The Song of Roland*, trans. John O'Hagan, Bartleby/Harvard Classics, 1909-14.

- Text Excerpt: “Gregory of Tours: On Clovis,” Internet Medieval Source Book, 1996.
- Text Excerpt: “The Story of Cuthbert and the Cures Made by his Relics” from Bede’s *Ecclesiastical History of the English Nation*, Book IV, trans. L. C. Jane, Internet Medieval Source Book, 1997.
- Text Reading: Hroswitha’s *Dulcitus*, trans. Christopher St. John, Internet Medieval Source Book, 1999.

Unit 12. High Middle Ages

- Video Excerpts from Simon Schama’s *A History of Britain: Beginnings*, and *A History of Britain: Dynasty*, BBC, 2000.
- Video Excerpt from *Hadrian’s Wall*, A&E Television, 2000.
- Text Excerpts from *Magna Carta*, British Library *Treasures in Full*, n.d.
- Video Excerpts from *Just the Facts: The Middle Ages*, Goldhill Home Media, 2001.
- Video Excerpts from *Christianity: The Second Thousand Years*, A&E Television, 2001.
- Video Excerpts from *Art of the Western World*, PBS, 1989.
- Video Excerpts from *Notre Dame: Witness to History*, New River Media, 1996.
- Text Excerpt from Chrétien de Troyes’ *Lancelot*, trans. W. W. Comfort, Internet Medieval Source Book, 1998.
- Text Excerpt from Dante, the first canto of *Inferno*, Everypoet, Archive of Classic Poems, n.d.
- Video Excerpt from Terry Jones’ *The Crusades*, BBC, 1995.

Unit 13. Medieval Renaissance

- Text Reading: Lynn Harry Nelson’s “The Great Famine 1315-1317 and the Black Death, 1346-1351,” *The Orb: On-Line Reference Book for Medieval Scholars*, 1999.
- Video Excerpts from Simon Shama’s *A History of Britain*, BBC 2000.
- Video Excerpts from *The Inquisition*, MPH for the History Channel, 1999.
- Text Excerpt: Michael Hines’ “The Avignon Papacy,” *Church History for the Masses*, 2007.
- Text Reading: Edmund Brehm’s “Roger Bacon’s Place in the History of Alchemy,” *Alchemy Web Site*, n.d.
- Text Excerpt from Boccaccio’s *Decameron*, tr. J. M. Riggs, *Decameron Web*, n.d.
- Text Excerpt from Christine de Pizan’s *The City of Women*, trans. Sarah Lawson, *The Educational Legacy of Renaissance and Medieval Traditions*, n.d.
- Video Excerpts from *Art of the Western World*, PBS 1989.
- Video Excerpts from *Giotto and the Pre-Renaissance*, Kartes Video, 1986.