

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Leadership and Integrative Studies
Prefix: LST	Number: 194 (170)	Title: How Ideas Change the World: Cultural Monuments in History	Units: 3

Course description:

“How did we get here?” This course will provide some of the answers! We will chronologically explore notable moments in history when innovations in thought, imagination, knowledge, social organization, and creative expression changed the course of history and got us to where we are now. Rather than focusing on narrow topics or subjects, this course traces the interconnectedness between ideas, historical events, literature, philosophy, religion, ethics, aesthetics, and science, and examines the various catalysts for how cultural traditions change over time. While developing historical awareness in general, students will also have the opportunity to reflect upon their own future intellectual pursuits.

Is this a cross-listed course?	No	If yes, please identify course(s):
Is this a shared course?	No	If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Humanities, Arts and Design–HU

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Isabelle Petersen E-mail Isabelle.Rucks@asu.edu Phone (480) 243-0597

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Kevin Ellsworth Date: _____

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised March 2021

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

ASU - [HU] CRITERIA			
HUMANITIES, 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 Submitted Documentation That Demonstrably Provides Evidence
X	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	<ul style="list-style-type: none"> - Course description - Course objectives - Textbook chapters/overview Please see syllabus, below.
X	<input type="checkbox"/>	2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.	<ul style="list-style-type: none"> - Course objectives - Assignments Please see syllabus, below.
X	<input type="checkbox"/>	3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the critical analysis (not summary or memorization) of historical development of artistic or design traditions.	<ul style="list-style-type: none"> - Course description - Course objectives - Textbook chapters/overview Please see syllabus, below.
X	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
X	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.	<ul style="list-style-type: none"> - Course description - Textbook chapters/overview - Assignments Please see syllabus, below.
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
X	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	<ul style="list-style-type: none"> - Course description - Textbook chapters/overview - Assignments Please see syllabus, below.
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the demonstrable critical analysis of literature and the development of literary traditions	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	

ASU - [HU] CRITERIA

	<ul style="list-style-type: none">• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
LST	194 (170)	How Ideas Change the World: Cultural Monuments in History	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)
C-1 Study of values; development of belief systems and aesthetic experience	The entire course is about the development of ideas and beliefs, and about how these are evident in cultural institutions and cultural production, including the arts and architecture of past eras (the course text contains a myriad of photo illustrations: one or more on each page). This type of course is the quintessential introduction to the Humanities.	This criterion is written into the course description (see syllabus): “This class will cover the changing zeitgeist, cultural narratives, intellectual currents, and cultural pivots that have defined and redefined the Western tradition from its beginnings [...] The course will trace the interconnectedness between ideas, historical events, literature, philosophy, religion, ethics, aesthetics, and science.” Further, the first two course objectives point towards the study of ideas (and, implied, values). Finally, as students follow the textbook structure in their readings (and will complete quizzes/Perusall comments, discussion boards), they will be guided through the development of philosophies, religions, belief systems, and aesthetic experience throughout history.
C-2 Interpretation/critical analysis of written/visual texts and of historical development of textual traditions	All written assignments in the course are geared towards analyzing cultural texts and their development, with emphasis on the interrelationship of historical zeitgeist and the production/influence of written/visual works.	<ul style="list-style-type: none"> - Course objective 3: “Analyze and interpret cultural texts through the lens of contemporary zeitgeist.” - Assignments Modules 2 (a comparative analysis of 5 text excerpts), 5 (a comparative analysis of three sculptures), and 7 (the tracing of a theme through its representation in literature and the arts) have students analyze cultural texts and emphasize historical development.

<p>C-3 Interpretation, critical analysis, or engagement with aesthetic practices and of historical development of artistic traditions</p>	<p>The course is structured to provide an introduction to both the history of ideas and to the history of the arts. Students will have ample opportunity to engage with works of art and their historical context (readings, writing assignments, quizzes, Perusall discussions, guided discussion boards). Because the course provides a historical overview, the development of artistic traditions follows from its chronological structure.</p>	<p>Because C-2 and C-3 are very similar in their intent (interpretation, critical analysis, and development of textual traditions, which include <i>visual</i> texts/artwork), identical color-coding will be used to mark evidence of each in the syllabus, below.</p> <p>The assignments for Module 5 (comparative analysis of three sculptures) and Module 7 (tracing of a theme through its representation in literature and the arts) both specifically address Criterion 3.</p>
<p>C-4a Concerns the development of human thought</p>	<p>The course text chronologically introduces a sizable number of major philosophical, religious, and sociopolitical thought/belief systems throughout history. Guided by the concept of zeitgeist, students will examine how cultural narratives and intellectual traditions have changed over time.</p>	<p>Course description; textbook; assignments.</p> <p>The Module 2 writing assignment addresses this criterion explicitly: students are asked to analyze five different text excerpts to extract and compare the different views of each.</p>
<p>C-4c Emphasizes aesthetic experience and creative process in literature, arts, and design.</p>	<p>All textbook chapters pay equal attention to the history of ideas AND the history of arts and architecture (with abundant illustrations): students will be exposed to the close interrelationship between both and to how contemporary zeitgeist influences the creative process. Assignments, including ones that are not thematically specified in the syllabus (discussion boards, Perusall comments, and quizzes), will guide students towards engaging with numerous creative works.</p>	<p>Course description; textbook; assignments.</p> <p>The assignments for Module 4 (tracing of the status of women including through their representation in the arts and literature), Module 5 (comparative analysis of three sculptures) and Module 7 (tracing of a theme including through its representation in literature and the arts) all specifically address Criterion 4c, either in part or in full.</p>

LST 170/194

How Ideas Change the World: Cultural Milestones in History

Fall 2022

Instructor

Isabelle Rucks Petersen

Email: Isabelle.Rucks@asu.edu

Phone: (480) 940-6060 (10am to 10pm AZ time / no texting)

Office Hours: By appointment, online

Course Description

“How did we get here?” This course will provide some of the answers! We will chronologically explore notable moments in history when innovations in thought, imagination, knowledge, social organization, and creative expression changed the course of history and got us to where we are now. Rather than focusing on narrow topics or subjects, this course traces the interconnectedness between ideas, historical events, literature, philosophy, religion, ethics, aesthetics, and science, and examines the various catalysts for how cultural traditions change over time. While developing historical awareness in general, students will also have the opportunity to reflect upon their own future intellectual pursuits.

Course Objectives

At the completion of this course, students will demonstrate the ability to

- situate pivotal historical ideas and events in their cultural context
- assess the significance of historical ideas and events
- analyze and interpret cultural texts through the lens of historical zeitgeist
- evaluate agents of cultural change
- articulate the way a specific theme of their choice has evolved over the course of different eras
- apply insights from the study of historical events and ideas to contemporary culture

Required Textbook

Fiero, Gloria. *Landmarks in Humanities* (5th Edition). McGraw Hill, 2021.

"*Landmarks in Humanities* is a single-volume survey of global culture designed to help students of humanities, cultural history, and history of the arts to understand and appreciate the relevance of historical works and ideas to their own daily lives. In chronological sequence, *Landmarks* guides students on a journey of the most notable monuments of the human imagination and the most prominent ideas and issues that have shaped the course and character of the world's cultures."

<https://www.mheducation.com/highered/product/landmarks-humanities-fiero/M9781260220759.html>
(digital version available).

Table of Contents:

- 1 Origins: The First Civilizations
- 2 Classicism: The Greek Legacy
- 3 Empire: The Power and Glory of Rome
- 4 Revelation: The Flowering of World Religions
- 5 Synthesis: The Rise of the West
- 6 Christendom: Europe in the Age of Faith
- 7 Rebirth: The Age of the Renaissance
- 8 Reform: The Northern Renaissance and the Reformation
- 9 Encounter: European Outreach and Expansion
- 10 Baroque: Piety and Extravagance
- 11 Enlightenment: Science and the New Learning
- 12 Romanticism: Nature, Passion, and the Sublime
- 13 Materialism: The Industrial Era and the Urban Scene
- 14 Modernism: The Assault on Tradition
- 15 Globalism: Information, Communication, and the Digital Revolution

Glossary
Index



This textbook contains an abundance of illustrations, such as timelines, maps, text excerpts, and photographs of artwork and architecture.

COURSE PLAN

Please use the online Course Schedule in Canvas for due dates of assignments.

Module One

The Origins: Highlights from Prehistory and Early Civilizations

Intro Quizzes:	See Module 0
Reading:	Chapter 1 of <i>Landmarks in Humanities</i>
Perusall Notes:	Due Sunday
Discussion Boards:	Due Thursday; peer responses due by Sunday
Quiz:	Due Sunday

See Module 1, online, for additional readings and detailed assignments.

Module Two

Classical Legacy and Empire: Highlights from Ancient Greece and Rome

Reading:	Chapters 2 and 3 of <i>Landmarks in Humanities</i>
Optional Reading:	Chapter 4
Perusall Notes:	Due Sunday
Discussion Boards:	Due Thursday; peer responses due by Sunday
Quiz:	Due Sunday
Short Paper:	Due Sunday

See Module 2, online, for additional readings and detailed assignments.

Module Three

Feudalism and Christendom: Highlights from the Middle Ages

Reading:	Chapters 5 and 6 of <i>Landmarks in Humanities</i>
Perusall Notes:	Due Sunday
Discussion Boards:	Due Thursday; peer responses due by Sunday
Quiz:	Due Sunday

See Module 3, online, for additional readings and detailed assignments.

Module Four

Rebirth, Reform, and Encounter: Highlights from the Renaissance

Reading: Chapter 7, 8, and 9 of *Landmarks in Humanities*
 Perusall Notes: Due Sunday
 Discussion Boards: Due Thursday; peer responses due by Sunday
 Quiz: Due Sunday

Theme Paper

Proposal: Due Sunday

Short Paper: Due Sunday

See Module 5, online, for additional readings and detailed assignments.

Module Five

Science, Revolution, and The Sublime: Highlights from the Enlightenment and Romanticism

Reading: Chapters 10, 11, and 12 of *Landmarks in Humanities*
 Perusall Notes: Due Sunday
 Discussion Boards: Due Thursday; peer responses due by Sunday
 Quiz: Due Sunday

Short Paper: Due Sunday

See Module 4, online, for additional reading and detailed assignments.

Module Six

Breaking and Reassembling Traditions: Highlights from Modernism and Postmodernism

Reading: Chapters 13 and 14 of *Landmarks in Humanities*
 Perusall Notes: Due Sunday
 Discussion Boards: Due Thursday; peer responses due by Sunday
 Quiz: Due Sunday See Module 6, online, for additional readings and detailed assignments.

Module Seven

Globalism and the Digital Revolution: Highlights from the Information Age

Reading: Chapter 15 of *Landmarks in Humanities*
 Discussion Boards: Due Thursday. No peer responses are due this week.
 Perusall Notes: Due Sunday
 Quiz: Due Sunday

Theme Paper: Due Sunday

See Module 7, online, for additional readings and detailed assignments.

Summary of Graded Work

Discussion Boards for all lessons in Modules 1-7 due by Thursday; peer responses required in Modules 1-6 due by Sunday	340 pts	All modules
Quizzes Modules 1-7 due by Sunday	280 pts	All modules
Perusall Comments Modules 1-7 due by Sunday	140 pts	All modules
Module 2 Short Paper	40 pts	Module 2
Module 4 Short Paper	50 pts	Module 4
Module 5 Short Paper	50 pts	Module 5
Module 7 Paper: Development of a Theme	100 pts	Module 7
Total	1000 pts	

Assignments

Module 2 Short Paper

Read the following text excerpts in *Landmarks*:

1. Confucius's idea of the Chinese "gentleman" (p. 47)
2. Pericles' idea of the Athenian citizen (p. 41)
3. Plato's idea of the Greek "philosopher-king" (p. 50)
4. Aristotle's idea of man as a "political animal" (p. 51)
5. Virgil's idea of Roman cultural virtues (p. 75)

How does each give insight into the zeitgeist of its specific culture (ancient Chinese, Greek, Roman)? In your own words, what values does each advocate? Where do these values overlap, and where do they differ?

Module 4 Short Paper

Have a look at the **status of women** in the cultures we have discussed in our course so far. What rights did they have (or not have)? What were their roles in society? What can we glean from how were they were depicted in the arts and literature of each of the following eras? What events and/or new cultural ideas might have contributed to their changing roles?

- Prehistory
- Ancient Egypt
- Classical Greece
- Ancient Rome
- Early and High Middle Ages
- Renaissance

Module 5 Short Paper

The biblical story of the young David who, against all odds, defies the giant Goliath, is well known. (If you are not familiar with it, please read about it before you complete this assignment). Examine, in detail, the following sculptures which all depict the biblical David, albeit in different interpretations:

1. Donatello's David (p. 197, Early Renaissance)
2. Michelangelo's David (p. 207, High Renaissance)
3. Bernini's David (p. 268, Baroque)

Briefly note, in writing, your observations of each piece. Then, answer the following questions: How does each sculpture embody the zeitgeist of its time? What major events and intellectual currents might have influenced the growing confidence the different depictions exude?

Week 7 Theme Paper

For this 4-6 page paper (1,000-1,500 words), you will trace the development of a theme of your choice over the course of at least three eras. Using the theme you proposed in Module 4, follow these steps:

1. Introduce your theme in at least five well-developed sentences.
2. Explain how your theme is evident in each of the three eras you choose to discuss (one larger paragraph for each).
 - a. In each paragraph, include a discussion of how the theme is represented in the arts and literature of its time.
 - b. In each paragraph, explain how specific historical events and ideas might have contributed to changes in your theme.
3. In your concluding paragraph, briefly summarize how your theme has evolved over time, and include a discussion of how its historical development has contributed to how your theme is represented in

our times today.

Make sure to provide appropriate documentation with internal (parenthetical) citation and, if you used outside materials for your research, a bibliography (Works Cited or reference page).

Please proofread your paper as points will be deducted from papers with multiple mistakes.

Grading Scale

1000-930	A
929– 900	A-
899 – 880	B+
879 – 830	B
829 – 800	B-
799 – 780	C+
779 – 700	C
699 – 600	D
Below 600	E