

General Studies Request Form

Consult the [General Studies Request Overview and FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
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College/School	Department/School
Community College	Maricopa County Community College District

Submission Information

Type of submission:

Mandatory Review (Course or topic holds this designation and is undergoing 5-year review)

What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

Community College Request

Eligibility: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for General Studies.

Courses approved for General Studies require mandatory review every five years.

Subject (CC)	Number (CC)	Units/Credit Hours (CC)
HUM	201	3

Course Title (CC)

Humanities: Universal Themes

Course Description (CC)

Study of worldviews in a variety of historical and contemporary world cultures, including analysis of origin and creation myths, artistic expression, spirituality, and the natural environment.

Is this a crosslisted course?

No

This course currently transfers to ASU as:

University Elective

Is this a multi-section course?

Yes

Is it governed by a common syllabus?

Yes

General Studies

Requested Designation

HU - Humanities, Arts and Design

HU: Humanities, Arts and Design

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]

Note: The following types of courses are **excluded** from the "HU" designation, even though they might give some consideration to the humanities, arts and design:

1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"HU" courses must meet *either 1, 2, or 3 and* 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.

Select which "HU" criteria this course meets.

1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

"HU" Criteria 1

Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

Identify the submitted documentation that provides evidence.

Course Syllabus, Course competencies

How does this course meet the spirit of this criteria? Using specific language and concrete examples, identify how the course pedagogy (including assignments, lectures, and readings) meet the criteria.

This course explores many diverse cultures in varying eras to gain a sense of how humans view and reside in their world. From the beginning of time, it is evident that civilizations respected the Earth and its resources; this is highly illustrated and prominent in the visual and literary arts through the ages. The course is divided into three different aspects of the rise of culture, which includes the origin myth, the material world, and the spiritual world. These areas represent common topics and ideas in the study of the humanities.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Official Course Competencies

1. Compare and contrast the origin myths of various world cultures and examine their relationship to the contemporary world.

Reading: "The Origins of Religion: How Supernatural Beliefs Evolved". By Elizabeth Peterson.

Example within the reading: The author states that there is a "This tendency to explain the natural world through the existence of beings with supernatural powers — things like gods, ancestral spirits, goblins and fairies — formed the basis for religious beliefs, according to many cognitive scientists" (Peterson). The author is comparing origin beliefs from around the globe to science and theory.

Assignment: Lesson 1 Writing Assignment 1 2

Instructions and Topic

Lesson 1

HUM201

Writing Assignment #1 (50 points - 25 points for each part)

Directions: Respond to the assignment below. Be aware that this paper has TWO parts to it, and it is expected that you respond to both segments. If you use outside sources, please make sure to fully cite your sources using MLA style citations. If you need help structuring your paper or formatting your works cited page, please visit the Rio Salado Outcome Works Lab (<https://www.riosalado.edu/student-resources/library/student-learning-owl>)

Part 1: The Epic of Gilgamesh is considered the world's first epic poem and earliest literary work which addresses mortality and human frailties. It is the story of a flawed hero who has to come to terms with his life being finite and seeks to find a source of immortality. Please read this excerpt (only up to the lines "paid heed" from this famous epic and write a 2-paragraph summary of what you read. Be sure to give details! From what you read; how does this hero illustrate human frailty? Epic of Gilgamesh Excerpt (opens in a new tab)

Part II: In this first lesson, we reviewed some of the earliest known societies. It can be concluded that art reflects the tenets from the community from where it comes. Those messages can be depicted particularly in images and early writing. Select one of the pieces of ancient art listed below. You might want to look at them all before making a choice. After making your selection, write a one-page paper asserting how the piece reflects the cultural beliefs from where it came. This will involve doing a little research on the culture. Be sure to cite your sources. It part of your paper, address if anything about the early belief system can still be seen in our modern world today.

- 1) Woman/Venus of Willendorf
- 2) The Royal Standard of Ur
- 3) Egyptian Creation Myth
- 4) Scene from a Funeral Papyrus/Book of the Dead
- 5) Bearded Man (Indus Valley

2. Trace and describe the historical beginnings of artistic expression in various world cultures and examine their relationship to their contemporary global regions.

Historical beginnings can be traced through various cultures within the chapters. For example, lesson 2, analyzes the growth and expansion of art, religion, and philosophy through the lens of the Greek experience. Through this lens, students can make inferences and relatable connections to the contemporary world.

Reading: Ancient Religions: Greece, by Jon Mikalson.

Mikalson uses various examples with the readings related to the Dark Ages, and how there has been considerable speculation about "what archeological finds at scattered places may or may not reveal about change or continuity in Greek religious concepts and about the social and political meaning of the placing and design of sanctuaries and the changing types of dedications. Much of this discussion attempts to place religion in the equally theoretical models for the social and political development of the early city-state" (Mikalson). These readings explain historical beginnings and within cultures such as Greek culture and create a baseline for comparison with its contemporaries. The material within the course also compares the various cultures throughout the material. For example, in the same reading, Egyptian historical beginnings are also covered and are examined with a comparative lens. According to Assmann and Frankfurter, it is stated that, "The influx of Greek language, art, and religious and philosophical ideals affected many domains of Egyptian religion" Assmann and Frankfurter.

3. Interpret a variety of artistic expressions, such as architecture, sculpture, painting, dance, drama, and other media, in world cultures in the ancient and contemporary world.

Throughout the course, historical, social, philosophical, political, and religious topics are discussing that vary across cultural lines. When examining the material in the course with a critical lens, it can be determined that globalization and the spread of idea account for the global shift on ideas, philosophies, and cultures. It is discussed in lesson 8 that there will be some background of the Mayan, Incan, and Aztec cultures through mythology and impact of Spanish conquest upon the geographical locations of Mexico and Latin America. Additionally, and directly connected to the culturalization of Latin America, South American, and early America, is the slave trade originating from West Africa. Millions of Africans were transported across the Atlantic by the Portuguese to the South and Latin America regions. Students taking the course will also discover the interesting connections of India and Europe in the 16th to 18th centuries by observing the intermingling of religious and political ideals in art and architecture. This learning module offers many examples of the blurring of cultural boundaries and how civilizations become connected.

Lesson 8 assignment:

Instructions and Topic

Directions: Respond to the assignment parts below. Be clear with your responses. This assignment is worth 50 points and the expected length is 2-3 double-spaced pages. (One page/25 points for Part 1 and one page/25 points for Part 2)

Part 1 is a personal narrative identifying how your own life is an integration of cultures. Be sure to follow each step carefully. (If you prefer not to write a personal narrative, then you may certainly take this to an expository essay regarding how cultures are linked together.)

So far, this course has presented you with many world cultures, how they have developed, and the contributions they have made to present-day society. Draw upon your life experiences and observations in answering this question. How do you see cross-cultural connections in your life? You may choose to draw upon any viewpoints presented in the earlier lessons for support or components of your topic. To start, consider the cultures you have learned about and the artistic, spiritual, political, architectural, and/or social structures of these communities. Have you connected with any of them? Do you see them in what you eat, how you decorate, your lifestyle, artistic preferences, activities, or spiritual practices? Try to base your response around this connection. This may take a little self-reflection. Tap into all of your resources such as friends, relatives, coworkers, and teachers. To start, visit ancestry.com (opens in a new tab). You are NOT expected to pay any money for completion of this assignment. However, there is a free trial, and putting your name in to see some history can yield some interesting results. The results can sometimes take a while to receive. Feel free to share anything you discover even if it is just the process.

Part 2 is a reflection on the creation myths you chose to read. Identify the two you selected and describe what culture they come from. Then, assert a thesis in which you analyze the similarities OR differences between the two myths. What joins them together? Are there any similar spiritual threads between the two societies? Please underline your thesis and fully name the two myths you have chosen from the reading.

4. Analyze various cultural worldviews on the environment and relate these to their contemporary global contexts.

Within the context of lesson 13, there is discussion that covers the impact of globalization, urbanization, and environmental variables on the cultural world view. Several readings are presented that discuss this topic.

Reading; Urbanization: The History, causes, threats, and solutions of rapid urbanization across the globe. By Morgan Brennen

Overview of the reading:

The reading analyzes the issue related to overcrowding, migration, and the overall growth of cities. It discusses the 33 megacities on earth and takes a “deep dive into subjects that relate to the challenges and solutions of urbanization. For example, the reading speaks about the World Bank’s recommendation for building sustainable cities and communities. According to the World Bank (2020) sustainable communities can be achieved by focusing on 4 priorities:

- enhancing planning system and local capacity - many cities lack adequate planning leading to global waste, inefficient commuting, lower access to job opportunities, and air pollution
- strengthen fiscal and financing systems - most of the need for financial systems is for urban infrastructure in developing countries where there are often financial constraints
- promote territorial spatial development - economic activity is concentrated in only a few places (half of the world’s production is done on only 1.5% of the world’s land) and the need to address spatial inequalities and identify lagging regions
- build climate smart and urban resilience - public investment is drained every year due to weather-related and other disasters in cities, especially in poor countries (World Bank, 2020).

Additionally, the World Bank also discusses threats to urbanization and environmental sustainability. Some of these concerns include a) Poverty and homelessness, b) overcrowding, c) air pollution, uncollected waste, and automobile exhaust, which increases lead levels in the air.

"HU" Criteria 4

In addition, an "HU" course must meet one or more of the following requirements. Select all that apply.

a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.

"HU" Criteria 4A Information

Concerns the development of human thought, with emphasis on **demonstrable critical analysis** of philosophical and/or religious systems of thought.

Identify the submitted documentation that provides evidence.

Selected readings, Course assignment.

How does this course meet the spirit of this criteria? Using specific language and concrete examples, identify how the course pedagogy (including assignments, lectures, and readings) meet the criteria.

Due to many factors, religious revival movements began in Europe known as the Reformation: the reformation of the Catholic Church. This Reformation, led by historical figures such as Martin Luther, John Calvin, and King Henry VII, led to offshoots of the Catholic faith, commonly known as Protestants. This new line of thinking would again shape how humanity documented their experiences and reflected their world view through art, literature, and architecture

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Examples of this could be found in (6) of the official course competencies and readings and assignments from lesson 6 (Rebirth and Reform) of the course.

The official course competency that aligns with the “spirit” of the course can be found in the course syllabus, under “official course competencies”. It clearly states (#6) the following: Explain the contemporary worldviews of the spiritual realm (internal and intangible) promoted by various world religions, as well as non-religious expressions of spirituality

Some of the required readings that are presented within the chapter, substantiating how the criteria is met are found in the following readings within the lesson:

The Protestant Reformation [khanacademy.org/humanities/renaissance-reformation/reformation-counterreformation/beginner-guidereformation/a/the-protestant-reformation](https://www.khanacademy.org/humanities/renaissance-reformation/reformation-counterreformation/beginner-guidereformation/a/the-protestant-reformation)

How the Renaissance Challenged the Church and Influenced Reformation.
By Lesley Kennedy

Famous Renaissance Paintings – 16 Iconic Renaissance Paintings artincontext.org/famous-renaissance-paintings

A Comparison of Petrarchan and Shakespearean Sonnets nosweatshakespeare.com/blog/comparing-petrarchan-and-shakespearean-sonnets
By Roy Brown

Required Assignments:

Lesson 6: Rebirth and Reform. This lesson includes a practice quiz, flash cards and a vocabulary jam to learn by doing. Some of the words that emphasizes the analysis of philosophical and religious systems of thought are:

Renaissance
Secular
Humanism
Chiaroscuro
Sonnet
Ottoman
Machiavelli

Attach a sample syllabus for this course or topic, including the list of any required readings.

[Course Syllabus for HUM 201.pdf](#)

Attach the table of contents from any required textbook(s).

[HUM 201 Course outline with linked reading resources.pdf](#)

Attach any other materials that would be relevant or helpful in the review of this request.

No Response

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Annapurna Ganesh - November 16, 2023 at 12:08 AM (America/Phoenix)

Department Approval

Approved

Annapurna Ganesh - November 16, 2023 at 12:09 AM (America/Phoenix)

Provost's Office Review

Approved

Kaitlyn Dorson - November 16, 2023 at 10:08 AM (America/Phoenix)

April Randall

Humanities, Arts and Design Mandatory Review

Acknowledgement Requested

Jessica Sturgess

Catherine Saucier

Megan Foutz

Michelle Saint - November 28, 2023 at 5:42 PM (America/Phoenix)

This subcommittee recommends revise and resubmit. There is clear, sufficient evidence that this course meets HU criterion 1, and we find the description of how the course meets HU criterion 4A to be reasonable. However, there is insufficient evidence that students engage in demonstrable critical analysis throughout the course. Please resubmit with more information about the assignments in which students demonstrate critical thinking.

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Proposer Notification

Notification

