

COURSE OUTLINE
HU 100 Humanities: Ancient to Medieval

Course Description:

HU 100. Humanities: Ancient to Medieval. 3 hours. A study of the integrated humanities (art, music, literature, theatre, history and philosophy) that includes some of the most significant landmarks of Western civilization's cultural heritage as it developed from the ancient world to the medieval. The course will enable the students to recognize and analyze works of art in various disciplines; and to understand and appreciate the role that art and artists play in human culture.

Course Relevance:

Through the study of the humanities, the student will approach diverse cultures with an open mind and appreciate the richness of pluralism. The student will begin to appreciate the humanities as legitimate commentaries on life and thought of the time contribute to a positive leaning; to value their influence on our present civilization.

Required Materials:

Fiero. The humanistic tradition (Pkg. Book 1, 2, study guide Vol I). Houghton-Mifflin.

Learning Outcomes:

The intention is for the student to be able to:

1. Recognize the basic historical styles of arts and humanities.
2. Apply vocabulary pertinent to the discussion of the arts and humanities.
3. Demonstrate an understanding of the technical processes of various arts media.
4. Demonstrate an understanding of the principles of design and the elements of works of art.
5. Identify relationships between the arts and the society in which they are created.
6. Apply developed personal criteria for viewing and judging works of art.

Learning PACT

Through the student involvement in this course, he/she will develop and document his/her achievement of the following PACT skills:

Primary skills (developed and documented):

1. Critical Thinking

- Through reading and writing assignments and classroom participation activities, students will develop thinking and analytical skills.
2. Historical Interpretation
 - Through assignments and activities, students will analyze works of visual and performing arts and literature on the basis of social conditions and events.
 3. Aesthetic Response
 - Students will articulate an informed personal response to works of visual and performing arts and literature.

Secondary skill (developed but not documented):

- Self-concept
- Teamwork
- Valuing Diversity
- Reading
- Listening
- Speaking
- Computer Literacy
- Internet Use

Assessment Tasks:

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. Completion of department assessment based on learning units.
2. Preparation of a written assignment(s) over secondary sources other than the textbook.

Course Content:

- I. Themes - Key recurring concepts that run throughout this course:
 - A. First Level of Meaning: Appearance
 - B. Second Level of Meaning: Historical Context
 - C. Third Level of Meaning: The Cultural Continuum
 - D. Fourth Level of Meaning: Universal Ideas
- II. Issues - Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
 - A. The role of the Humanities in history and society
 - B. Diversity in expression
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Elements of visual and performing arts, and literature
 - B. Terminology, tools and techniques specific to the humanities
 - C. Importance of historical figures, events, and art
- IV. Skills - Actions that are essential to achieve the course outcomes:
 - A. Reading
 - B. Writing
 - C. Listening
 - D. Critical and analytical thinking

E. Application of concepts

Learning Units:

- I. The Beginnings of Civilization
 - A. The Earliest People and Their Art
 - B. The Cultures of Mesopotamia
 - C. The Epic of Gilgamesh
 - D. Ancient Egypt
 - E. Aegean Culture in the Bronze Age

- II. Early Greece
 - A. Homer and the Heroic Age
 - B. Art and Society in Early Greece
 - C. The Age of Colonization
 - D. The Visual Arts at Corinth and Athens
 - E. The Beginnings of Greek Sculpture
 - F. Architecture and Ionic Orders
 - G. Music and Dance in Early Greece

- III. The Classic Ideal
 - A. Drama and Philosophy in Classical Greece
 - B. Greek Music in the Classical Period
 - C. The Visual Arts in the 4th Century

- IV. The Roman Legacy
 - A. The Importance of Rome
 - B. The Etruscans and Their Art
 - C. Republican Rome (509--31 B.C.)
 - D. Imperial Rome (31- B.C.—A.D. 476)
 - E. Augustan Literature
 - F. Augustan Sculpture
 - G. Roman Imperial Architecture
 - H. The End of the Roman Empire

- V. Jerusalem and Early Christianity

- VI. Byzantium
 - A. The Decline of Rome
 - B. The Ascendancy of Byzantium
 - C. Ravenna
 - D. The Persistence of Byzantium Culture

- VII. Islam

- VIII. Charlemagne and the Rise of Medieval Culture
 - A. Charlemagne as Ruler and Diplomat

- B. Learning in the Time of Charlemagne
 - C. The Legend of Charlemagne: *Song of Roland*
 - D. Benedictine Monasticism
 - E. Monasticism and Gregorian Chant
 - F. Hildegard of Bingen
 - G. Liturgical Music and the Rise of Drama
 - H. The Morality Play: *Everyman*
 - I. The Visual Arts: The Illuminated Book
 - J. Charlemagne's Palace at Aachen
- IX. High Middle Ages: The Search for Synthesis
- A. The Significance of Paris
 - B. The Gothic Style
 - C. Scholasticism
 - D. St. Thomas Aquinas: *Summa Theologica*
 - E. Dante Alighieri: *Divine Comedy*
- X. The Fourteenth Century: A Time of Transition
- A. Calamity, Decay and Violence
 - B. Literature in Italy, England, and France
 1. Petrarch's Sonnets
 2. Boccaccio: *Decameron*
 3. Chaucer: *The Canterbury Tales*
 4. Christine de Pisan
 - C. Art in Italy
 - C. Art in Northern Europe
 - D. Late Gothic Architecture
 - E. Music: Ars Nova

Learning Activities:

Classroom: Classroom: Learning activities will include the following: tests, response papers, research papers, classroom participation activities, quizzes, group work, reading assignments.

Grade Determination:

The student will be graded on satisfactory completion of all assessment tasks, learning assignments conducted within the Humanities course, attendance, and other methods of evaluation at the discretion of the instructor.

Grading Scale

- A - 100-90**
- B - 89-80**
- C - 79-70**
- D - 69-60**
- F - 59-0**