

COURSE OUTLINE **HU 100 Humanities: Ancient to Medieval**

Course Description

HU 100. Humanities: Ancient to Medieval. 3 hours credit. Prerequisite: EG 101 with a C or better. This course will enable the student to recognize and analyze works of arts in various disciplines from the ancient world through the end of the Medieval era and to understand and appreciate the role that art and artists play in human culture. The student will study the integrated Humanities (art, architecture, music, literature, theatre, history, and philosophy), including some of the most significant landmarks of Western civilization's cultural heritage.

Course Relevance

Through the study of the Humanities, the student will approach diverse cultures and eras with an open mind and appreciate the richness of pluralism. The student will appreciate the Humanities as legitimate commentaries on the life and thought of the time and discern the influence of the Humanities on our present civilization.

Required Materials

Fiero, G. K. *The humanistic tradition: the first civilizations and the Classical legacy*. New York, NY: McGraw-Hill.

Fiero, G. K. *The humanistic tradition: Medieval Europe and the world beyond*. New York, NY: McGraw-Hill.

* - For complete textbook information, refer to <http://www.butlercc.bkstr.com>

Butler Assessed Outcomes

The intention is for the student to be able to:

1. Identify relationships between the arts and the society in which they were created.
2. Apply developed personal criteria to viewing and judging the arts.
3. Analyze works of visual and performing arts and literature on the basis of social conditions and events.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Problem solving
 - By engaging with various works of art through verbal analysis, written exercises, and classroom activities, the student will develop an understanding of each work as a distinct product of its culture and age that demonstrates a particular problem requiring a solution. These solutions include presenting an ideology, overcoming

an issue of engineering, technological developments in media, or benchmarks in cognitive understanding.

Communication Skills

1. Reception and interpretation of messages
 - Through written, verbal, and visual analysis of works of visual art, performing art, and literature, the student will interpret the meaning of those works in relation to the overarching concepts presented within eras, cultures, and by individuals.

Personal Development Skills

1. Interpersonal interaction
 - Through the development of an informed response to works of visual art, performing art, and literature, the student will share intellectual and/or aesthetic responses and become aware of the response of others.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Preparing a written assignment (C skill) over secondary sources other than the textbook, which analyzes (A skill) works of art in relationship to the society in which they were created and demonstrates competence in historical interpretation and aesthetic response (P skill).

Course Content

- I. Skills or Competencies – Actions that are essential to achieve the course outcomes:
 - A. Reading
 - B. Writing
 - C. Listening
 - D. Critical and analytical thinking
 - E. Application of concepts
- II. 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
- III. Issues – Key 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
- IV. 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 the arts

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

- II. Early Greece
 - A. Aegean culture and the Bronze Age
 - B. The Heroic Age
 - C. Greek city-states and the Persian wars
 - D. Athens and the Greek Golden Age
 - E. The individual and the community
 - F. Greek philosophy: the speculative leap
 - G. Humanist philosophy

- III. Classical style
 - A. Classical style
 - B. The evolution of the Classical style
 - 1. Sculpture
 - 2. Music and dance
 - 3. Poetry
 - C. The diffusion of the Classical style: the Hellenistic age

- IV. Rome: rise to empire
 - A. The Roman rise to empire
 - B. The Roman contribution to literature
 - C. Arts of the Roman empire
 - D. The fall of Rome

- V. A flowering of faith: Christianity and Buddhism
 - A. Background to Christianity
 - B. The rise of Christianity
 - C. Paul's teachings
 - D. Non-canonical gospels
 - E. The spread of Christianity
 - F. The rise of Buddhism
 - G. The spread of Buddhism

- VI. The language of faith: symbolism and the arts
 - A. Christian identity
 - 1. Monasticism
 - 2. Thought
 - 3. Symbolism
 - 4. Art
 - 5. Architecture
 - 6. Music
 - B. Buddhist identity
 - 1. Art
 - 2. Architecture
 - 3. Music

- VII. The Islamic world: religion and culture
 - A. The religion of Islam
 - B. The spread of Islam
 - C. Islamic culture
 - 1. Scholarship
 - 2. Poetry
 - 3. Art
 - 4. Architecture

- VIII. Medieval life
 - A. Germanic tribes
 - B. Charlemagne
 - C. Early Medieval culture
 - 1. Feudal society
 - 2. Literature
 - 3. The Norman conquest
 - 4. The *Bayeux Tapestry*
 - 5. Lives of the Medieval serfs
 - D. High Medieval culture
 - 1. Christian Crusades
 - 2. *Lancelot* and Troubadour poetry

- IX. Christianity and the Medieval mind
 - A. The Christian way of life and death
 - 1. Literature of mysticism
 - 2. Sermon literature
 - 3. Morality plays
 - 4. The *Divine Comedy*
 - B. The Medieval church
 - 1. The Franciscans
 - 2. The Medieval university
 - C. The conflict between church and state
 - 1. Medieval scholasticism
 - 2. Thomas Aquinas

- X. The Medieval Synthesis in the Arts
 - A. The Romanesque church
 - B. The Gothic cathedral
 - 1. Stained glass
 - a. Chartres
 - b. St. Chapelle
 - C. Medieval painting
 - D. Medieval music
 - 1. Liturgical drama
 - 2. Musical notation

3. Polyphony
4. The motet
5. Instrumental music

- XI. The fourteenth century transition
- A. Causes of the Renaissance
 1. War, pestilence, and famine
 2. Rise of the middle class
 3. Patronage
 4. Decline of the church
 5. Rediscovery of Classical learning
 6. Humanism
 - B. The rise of realism in the arts
 1. Boccaccio's *Decameron*
 2. Chaucer's *Canterbury Tales*
 3. Giotto's drama

Learning Activities

Learning activities will include tests, response papers, research papers, classroom participation activities, quizzes, group exercises, reading assignments, and other activities as determined by the instructor.

Grade Determination

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