HUM 150

Introduction to Humanities I
Prehistory to the Middle Ages
COURSE PACKAGE FORM

<table>
<thead>
<tr>
<th>Contact Person(s)</th>
<th>Heidi Heckman/Susan Lucas</th>
</tr>
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<tbody>
<tr>
<td>Date of proposal to Curriculum Sub-committee:</td>
<td>May 13, 2010</td>
</tr>
<tr>
<td>Purpose:</td>
<td>New □ Change (Indicate specifics below.)</td>
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<tr>
<td>Change: (Check ALL that apply.)</td>
<td>Update Prefix □ Title □ Learning Units □ Competencies □ Format Change □ Course Description</td>
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<tr>
<td>Effective Semester/Year</td>
<td>Fall 2010 □ Spring □ Summer</td>
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COURSE INFORMATION

<table>
<thead>
<tr>
<th>Prefix and Number: HUM 150</th>
<th>Title: Introduction to the Humanities I – Prehistory to the Middle Ages</th>
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<tbody>
<tr>
<td>Catalog Course Description:</td>
<td>The study of the creative, historical and philosophical development of civilization. Examines the humanistic values, ideas, and artistic expressions that have shaped western and global traditions from prehistory to the early modern world.</td>
</tr>
<tr>
<td>Credit Hours: 3.0</td>
<td>Lecture Hours: 3</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Appropriate score on assessment test or successful completion of PCS 021 and TRE 089</td>
</tr>
<tr>
<td>Co-requisite(s)</td>
<td></td>
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<tr>
<td>Does this course need a separately scheduled lab component?</td>
<td>Yes □ No □</td>
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<tr>
<td>Does this course require additional fees? If so, please explain.</td>
<td>No</td>
</tr>
<tr>
<td>Is there a similar course in the course bank?</td>
<td>Yes (Please identify.) □ No NA</td>
</tr>
<tr>
<td>Articulation: Is this course or an equivalent offered at other two- and four- year universities in Arizona?</td>
<td>No □ Yes (Identify the college, subject, prefix, number and title: NAU HUM 250, Cochise HUM 205, CCC HUM 241, MCCCD HUM 250, NPC HUM 150, Pima HUM 251, Yavapai HUM 241; UA TRAD 102</td>
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Writing Across the Curriculum Rationale:
Mohave Community College firmly supports the idea that writing can be used to improve education; students who write in their respective content areas will learn more and retain what they learn better than those who don’t. Courses in the core curriculum have been identified as “Writing Across the Curriculum” courses.

Suggested minimum standards for Writing Across the Curriculum component are as follows: 1. The writing assignments should total 1500 – 2000 words. For example, a single report which is 1500 words in length could fulfill the requirement, or a series of essay questions and short papers (example: four 375-word assignments) which total 1500 words could meet the requirement.
2. The writing component will represent at least 10% of a student’s final grade in the...
Is this course identified as a Writing Across the Curriculum course? ☑Yes ☐No

### Intended Course Outcomes

**By the end of the semester, students will be able to:**

1. Students will study the creative, historical and philosophical development of civilization through the examination of western and some global cultural traditions in humanities.

2. Students will examine a variety of aesthetic disciplines looking at their artistic fundamentals along with cultural and cross cultural influences.

3. Students will develop and practice well-reasoned, philosophical discussions that demonstrate their ability to evaluate and compare issues concerning humanistic values, ideas, and artistic expressions.

4. Students will examine the personal, societal, ethical, racial, gender, global, or historical factors that may influence the expression of an artist's values in a work of art.

5. Students will develop their abilities to think, speak and write critically about the arts.

### Course Competencies and Objectives

**Competency 1** Students will study the creative, historical and philosophical development of civilization through the examination of western and global cultural traditions in humanities.

**Objective 1.1** Examine the widely recognized historical eras of global civilization from prehistoric times to the Renaissance.

**Objective 1.2** Compare and contrast individual cultural characteristics of western and global civilizations in history.

**Objective 1.3** Compare artifacts of western and global civilizations and formulate explanations for similarities and differences.

**Objective 1.4** Examine individual cultural concepts of progress, survival and aesthetics.

**Objective 1.5** Identify and describe the major social and political events that impacted global change.

**Competency 2** Students will examine a variety of aesthetic disciplines looking at their artistic fundamentals along with cultural and cross cultural influences.

**Objective 2.1** Examine major style periods and genres and their influences.

**Objective 2.2** Identify the basic elements and principles of design within seven major art forms (visual art, architecture, dance, literature, music and theater).

**Objective 2.3** Assess and discuss the aesthetic and philosophical values represented by cultural artifacts.

**Objective 2.4** Identify and analyze widely recognized "great works" that represent the cultural
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<tr>
<th>Objective 2.5</th>
<th>Examine archaeological and anthropological discoveries in relation to the emergence and influence of civilization.</th>
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<tr>
<th>Competency 3</th>
<th>Students will develop and practice well-reasoned, philosophical discussions that demonstrate their ability to evaluate and compare issues concerning humanistic values, ideas, and artistic expressions.</th>
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<tbody>
<tr>
<td>Objective 3.1</td>
<td>Students will participate in discussions using basic vocabulary of the artistic elements and principles of design within seven major art forms (visual art, architecture, dance, literature, music and theater).</td>
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<tr>
<td>Objective 3.2</td>
<td>Students will explain and discuss the concept of myth and archetype as forms for human artistic expression.</td>
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<tr>
<td>Objective 3.3</td>
<td>Students will explain and discuss the similarities and differences in a variety of religious philosophies.</td>
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<td>Objective 3.4</td>
<td>Students will explain and discuss the impact science and technology played in artistic cultural traditions.</td>
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<tr>
<th>Competency 4</th>
<th>Students will examine the personal, societal, religious, ethical, racial, gender, global, or historical factors that may influence the expression of an artist's values in a work of art.</th>
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<tbody>
<tr>
<td>Objective 4.1</td>
<td>Examine the influences of culture on artistic expression during that time period.</td>
</tr>
<tr>
<td>Objective 4.2</td>
<td>Examine the influences on a culture's artistic expression from external sources.</td>
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<tr>
<td>Objective 4.3</td>
<td>Examine the influences of previous artistic tradition and philosophy on any given culture.</td>
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<tr>
<td>Objective 4.4</td>
<td>Define and analyze the characteristics of major world religions and philosophies their interrelationships, influences and conflicts and how they may have influenced the expression of an artist's values in a work of art.</td>
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<tr>
<td>Objective 4.5</td>
<td>Analyze the impact of ideas from major scientists, philosophers, and writers on artistic traditions and developments.</td>
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<tr>
<th>Competency 5</th>
<th>Students will develop their abilities to think, speak and write critically about the arts.</th>
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<tr>
<td>Objective 5.1</td>
<td>Students will discuss and debate artistic, philosophical and cultural concepts, traditions and ideas.</td>
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<tr>
<td>Objective 5.2</td>
<td>Students will discuss and debate the critical analysis of individual works of art as well as major artistic styles and periods.</td>
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<tr>
<td>Objective 5.3</td>
<td>Students will be able to write research papers that articulate, evaluate, and compare artistic traditions, trends or innovations.</td>
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Objective 5.4 Students will write in depth critical and reflective interpretations about artistic expression in regards to the meaning of a work of art as it relates to the elements and principles of the art form.

Teacher’s Guide
Course Materials and Equipment

<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Title</th>
<th>THE HUMANISTIC TRADITION - Volume I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>GLORIA K. FIERO</td>
<td>SIXTH EDITION WITH CORE CONCEPTS CD</td>
</tr>
<tr>
<td>Publisher</td>
<td>McGRAW HILL</td>
<td></td>
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Software
Companion CD

Equipment

Other

Learning Units

Learning Unit Topic 1: Prehistory, the Birth of Civilization and Egypt
Competency: 1,2,3,4,5
Objectives: 1.1-2, 1.4,2.1-5,3.1-4,4.1,4.3-5,5.1-2
Activities/Assignments: Read the Introduction and Ch 1
Laboratory Activities:
1. Theorize the ways prehistoric man tried to control his environment to increase survival.
2. Compare the differences between Paleolithic and Neolithic cultures
3. Discuss the hallmarks of early civilization and urban trading centers (about 4000 B.C.E.) in river valleys from North Africa to China
4. Cite what all the “creation myths” in the introduction have in common
5. Cooperative Learning – small group discussions and presentations that create two lists describing “art” as conceived and executed by early humans and how we think of “museum art.” Include (a) who makes it, (b) for what reason, (c) who owns it, (d) where it is displayed, (e) what it is made out of.
6. Identify the developments of written systems of record-keeping, bronze technology, wheeled vehicles, and monumental architecture.
7. Evaluate the context of how the natural forces, geography and topography affected the area’s history and religious life
8. Describe ancient Egypt’s social order and what role women played in this order
9. Assess the role of tradition in Egyptian culture and history and to what extent the traditional order operated to give stability to Egyptian culture
10. Describe the function of the “canon” in Egyptian art
11. Evaluate the themes that were depicted in the frescoes and carvings of Egyptian tombs and dominated Egyptian lyric poetry
12. Research the technology of the pyramid and temple buildings identifying how they differed from those of the culture that constructed Stonehenge

Learning Unit Topic 2: Mesopotamia: Gods, Rulers, and the Social Order
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1-3,4.1-4,5.1-2
Activities/Assignments: Read Chapter 2

Laboratory Activities:
1. Evaluate the context of how the Mesopotamian geography and topography affected the area’s history and religious life
2. Discuss how the gods of Mesopotamia were similar and how they differed from those of Egypt
3. Cooperative Learning – small group discussions and presentations that research Gilgamesh examining how this epic reflected the ideals of Mesopotamian culture, what he was searching for and why.
4. Identify the function of the Mesopotamian ziggurat and explain how it differed from the Egyptian pyramid
5. Examine what types of activities were regulated by Hammurabi’s code
6. Compare the characteristics of the Hebrew faith before and after Moses
7. List the major effects of Iron Age technology in Mesopotamia

Learning Unit Topic 3: India and China: Gods, Rulers, and the Social Order
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1,3.3,4.1-4,4.1-4,5.1-2
Activities/Assignments: Read Chapter 3

Laboratory Activities:
1. Examine how the Indus Valley civilization differed from the early civilizations of Egypt and Mesopotamia
2. Compare the differences of Hinduism from the religious beliefs and practice of the early Hebrews
3. Explain the concept of hierarchy as it applied to power and leadership in the ancient world and any distinct differences between the operation of this concept as it applies in ancient Egypt, China or India
4. Compare the social systems of Egypt, Babylon and China in relation to the caste system of India.
5. Cooperative Learning – small group discussions and presentations that discuss slavery as a fact of the ancient world. Investigate and compare the ways in which people became slaves in ancient Egypt, Mesopotamia, India, and China.
6. Discuss anti-materialism in relation to China and Hinduism
7. Divination (or augury) played a large role in ancient life; research to discover the significance of divination in other ancient cultures.
8. Cooperative Learning – small group discussions and presentations that identify and differentiate between a variety of cultural artistic styles

Learning Unit Topic 4: Greece: Humanism and the Classical Style
Competency: 1,2,4,5
Objectives: 1.1-5,2.1-4,4.1-5,5.1-2
Activities/Assignments: Read Chapter 4 and 5

Laboratory Activities:
1. Evaluate the context of how the geography of the Aegean influenced the civilizations that grew up there
2. Compare Achilles and Gilgamesh as epic heroes.
3. Describe and evaluate Athenian democracy.
4. Explore the different factors that contributed to the Golden Age in the fifth century B.C.E. in Athens
5. Compare and evaluate the different philosophies of Thales, Crito, Socrates, Plato and Aristotle
6. Discuss the basis for architectural design according to Vitruvius
7. Compare and contrast the artistic styles of “humanism,” “realism” and “idealism.”
8. Evaluate the reasons behind the use of the nude figure in the Greek culture
9. Cooperative Learning – small group discussions and presentations that compare and contrast the Archaic, Classical and Hellenistic periods
10. Describe Skepticism, Stoicism and Epicureanism
11. Explore the influences of the sciences on the Greek culture and art.

Learning Unit Topic 5: Rome: The Rise to Empire
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1,3.3,4.1-2,4.4-5,5.1-4
Activities/ Assignments: Read Chapter 6
Laboratory Activities:
1. Discuss the influences of Rome’s Early History and its transition into the Roman Empire
2. Evaluate how Roman culture reflects imperialistic ambitions
3. Discuss Rome’s main contributions to the field of law
4. Discuss The Roman Contribution to Literature
5. Compare Roman and Greek Philosophic Thought
6. Discuss the main contributions of the Roman landmarks in science and technology
7. Explore Roman inventions in architecture and engineering
8. Explore Roman innovation and Greek influences of sculpture and painting
9. Cooperative Learning – small group discussions and presentations that listen and discuss Roman Music
10. Hands on experience using clay to enhance the understanding of relief and in-the-round sculptural styles
11. Write an artistic critique that includes historical research, the art elements and principles of design as well as an in depth discussion about the content or meaning of a work of art

Learning Unit Topic 6: China: The Rise to Empire
Competency: 1,2,3,4,5
Objectives: 1.1-2,1.4-5,2.1-4,3.1-4,4.1-4,4.4-5,5.1-2
Activities/ Assignments: Read Chapter 7
Laboratory Activities:
1. Explore Confucianism and Legalism
2. Describe the teachings in the Confucian Analects and their categories of religion, politics, and ethics
3. Analyze and compare China’s rise to empire through the Qin and Han dynasties with the Roman rise to empire
4. Discuss the similarities between the cultures of ancient Rome and China in the areas of technology and engineering.
5. Cooperative Learning – small group discussions and presentations that compare China’s royal tomb burials with those of Egypt
6. Read and discuss the Literary Contributions of Imperial China
7. Evaluate the visual arts and music in Han China
8. Hands on experience using calligraphy to enhance the understanding of writing as an art form

Learning Unit Topic 7: Christianity and Buddhism
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1-3,4.1-4, 5.1-4
Activities/ Assignments: Read Chapter 8 and 9
Laboratory Activities:
1. Evaluate the most influential belief systems in Rome before the emergence of Christianity
2. How did Roman political and religious traditions encourage or discourage the rise of Christianity
3. Explore the mystery cults and discuss why they were so popular in the ancient world
4. Describe the Jewish and Near Eastern backgrounds out of which Jesus emerged
5. Kindness, the value of human life, and the hope for a better future are major themes in the sermons of Christ and Buddha. What assumptions might we make about the quality of life in the time in which these sermons were preached?
6. Examine the role the bodhisattva played in Buddhism
7. Define the specific aspects of Roman culture that early Christianity borrowed
8. Examine and list examples of Early Christian symbolism
9. Discuss the purpose and value of monasticism
10. Discuss the use of allegory in the writings of Augustine
11. Explore how symbolism and allegory work to convey abstract ideas in art and literature
12. List the unique features of Byzantine style architecture and the role of the icon in Byzantine worship

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13. Discuss the symbolic significance of the Buddhist stupa and gates and compare it with the Early Christian church in function and in form
14. Compare Buddhist and Gregorian chants
15. Write a comparison of Reading “Hymn to the Aten,” and Reading “Ancient Morning Hymn” including your observations about the continuity of the humanistic tradition

<table>
<thead>
<tr>
<th>Learning Unit Topic 8: The Islamic World: Religion and Culture</th>
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<tbody>
<tr>
<td>Competency: 1,2,3,4,5</td>
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<tr>
<td>Objectives: 1.1-5,2.1-4,3.1-3,4.1-4, 5.1-4</td>
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<tr>
<td>Activities/ Assignments: Read Chapter 10</td>
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<tr>
<td>Laboratory Activities:</td>
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<tr>
<td>1. List and discuss the Five Pillars of the Muslim faith</td>
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<tr>
<td>2. Define what the teachings of Muhammad borrowed from Judaism and Christianity</td>
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<td>3. Cooperative Learning – small group discussions and presentations that describe Baghdad during the golden age of the ninth to eleventh century with today’s Baghdad</td>
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<td>4. Discuss the major themes of Islamic poetry</td>
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<td>5. What features in Islamic art and architecture make it distinctively different from previous cultures</td>
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<tr>
<td>6. Define: muezzin, kaaba, Kufic, mirhab, sharia, jihad, hajj</td>
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<td>7. Compare and contrast Muslim, Judaism and Christianity in relation to their Hebrew roots</td>
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<td>8. Research Muslim attitudes toward women as based on the Koran and as actually practiced in Muslim countries today</td>
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<td>9. Discuss how Islam created a global culture. Consider religious expansion, technology, economic factors, etc.</td>
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<td>10. Explore the principal features of Islamic poetry and art</td>
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<td>11. Write about the spectrum of belief between moderate and radical interpretations of Islam as well as within Christianity and/or Judaism</td>
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<td>12. Cooperative Learning – small group discussions and presentations that identify and differentiate between a variety of cultural artistic styles</td>
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<th>Learning Unit Topic 9: The Medieval World</th>
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<tbody>
<tr>
<td>Competency: 1,2,4,5</td>
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<tr>
<td>Objectives: 1.1-5,2.1-4,4.1-4,5.1-2</td>
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<tr>
<td>Activities/ Assignments: Read Chapter 11 and 12</td>
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<tr>
<td>Laboratory Activities:</td>
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<tr>
<td>1. Discuss the basic characteristics of Germanic society, art and literature</td>
</tr>
<tr>
<td>2. Describe the role Charlemagne played in early medieval history and the Carolingian Renaissance</td>
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<td>3. Discuss how the Viking invasions affected early medieval life in Western Europe</td>
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<td>4. Describe feudalism as a political and military contract.</td>
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<td>5. Discuss the Christian Crusades and their effect on the West</td>
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<td>6. Evaluate the principle themes of medieval literature</td>
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<td>7. Evaluate the barbarians on the basis of their technology, traditions, and art. Compare Beowulf and the Song of Roland</td>
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<td>8. Compare the roles women played in medieval life and culture with today</td>
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<td>9. List the most important technological developments in the early Middle Ages</td>
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<tr>
<td>10. Cooperative Learning – small group discussions and presentations that describe the changes in society and culture that resulted from the rise of medieval towns</td>
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<td>11. Summarize the role and influence of the Roman Catholic Church in medieval life</td>
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<td>12. Explore the literature of Mysticism</td>
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<td>13. Discuss what classical motifs and personalities figure in the excerpt from Dante’s Inferno</td>
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<tr>
<th>Learning Unit Topic 10: Medieval Art and Architecture</th>
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<tbody>
<tr>
<td>Competency: 1,2,3,4,5</td>
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<tr>
<td>Objectives: 1.1-5,2.1-4,3.1-3,4.1-4,5.1-2</td>
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MCC Form EDU 0007 (rev. 5/13/10)
Activities/ Assignments: Read Chapter 13
Laboratory Activities:
1. Discuss the religious and philosophical implications of the pilgrimage in 12th century Medieval society
2. Cooperative Learning – small group discussions and presentations that discuss the relationship between the relic and reliquary
3. Identify Monastic, Romanesque and Gothic architectural elements
4. Compare church and cathedral structures and their uses
5. Discuss the symbolic value and meaning of stained glass windows
6. Compare Romanesque and Gothic church sculpture
7. Research the technique of producing a painted and gilded altarpiece
8. Explore Medieval music

Learning Unit Topic 11: Asian Civilizations; India, China and Japan
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1-3,4.1-5,5.1-2
Activities/ Assignments: Read Chapter 14
Laboratory Activities:
1. Discuss the Medieval Period in India
2. Examine the architecture of Hindu temples
3. Research Hindu religious philosophies and the three principal gods of Hindu mythology
4. Compare and contrast India, Chinese and Japanese literature and poetry
5. Name five technological inventions that may be credited to the Chinese
6. Cooperative Learning – small group discussions and presentations that discuss the differences between Gothic sculpture in Western Europe and Hindu sculpture in India.
7. Examine the attitudes towards time, nature, the sensual and the meditative that are reflected in Chinese and India literature and art
8. Compare the art of medieval Japan with that of medieval India and China
9. Discuss the role gesture and form play in the art of Japanese drama
10. Examine Chinese and Japanese architecture

Learning Unit Topic 12: 14th Century Europe and the Reformation
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1-3,4.1-2,4.4,5.1-2,5.1-2
Activities/ Assignments: Read Chapter 15
Laboratory Activities:
1. Discuss the results of the Black Plague for western Europe
2. Catalogue the events that affected the position of the Catholic church in the 14th century
3. Discuss the developments in warfare in the West and the main results of the Hundred Years’ War
4. Describe “devotional realism” in the visual arts of the late 14th century.
5. Discuss the Decline of the Church, the Avignon Papacy and the Great Schism
6. Examine the basis for the structure of Chaucer’s Canterbury Tales
7. Cooperative Learning – small group discussions and presentations that compare the main features of Giotto’s painting style with previous painting styles
8. List the principal features of the ars nova in music
9. Hands on experience creating fresco paintings to enhance the understanding of secco and buon fresco techniques

Learning Unit Topic 13: Renaissance and Classical Humanism
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1-3,4.1-2,4.4,5.1-2,5.1-2
Activities/ Assignments: Read Chapters 16 and 17
Laboratory Activities:
1. Define the term renaissance and why it took place in Italy
2. Discuss classical humanism and why it was particularly important to the cultural and intellectual movement known as the Renaissance
3. Examine the reasons why Petrarch is called the “father of humanism”
4. Explore the basic concerns of the female humanists, Cereta and Marinella
5. Discuss how Machiavelli’s image of the Prince reflect or contradict the Renaissance concept of individualism and Humanism
6. Discuss the concept of “truth” for medieval people as preexisting, that is, as handed down from antiquity in the form of biblical or classical writing and what changes were made by Renaissance thinkers
7. Examine how the printing press affected Renaissance music and musical performance
8. Examine the new developments that occurred in dance during the age of the Renaissance
9. Explore Renaissance artists as “disciples of nature,” that is, people who tried to understand and recreate the appearance of the real world
10. Cooperative Learning – small group discussions and presentations that discuss this assertion that almost all the art before the Renaissance was created by people for whom the notion of art did not exist
11. Discuss the influences of Roman and Renaissance artists and how Renaissance artists took their art to the next level in the illusion of reality
12. Discuss early Renaissance artists-scientists and Leonardo da Vinci as the first scientific illustrator
13. Compare sculpture and painting styles and techniques of the Early and High Renaissance
14. Examine the invention of linear perspective and its impact on the illusion of depth
15. Discuss the changing role of artists and their patrons between the Middle Ages and the High Renaissance.

Learning Unit Topic 14: Africa and the Americas (North America, Mesoamerica and South America)
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1,3.3,4.1-2,4.4,5.1-4
Activities/Assignments: Read Chapters 18
Laboratory Activities:
1. Discuss what factors—political, economic, and technological—contributed to increased global travel in the age of the Renaissance
2. Examine the clash between worldviews, social organization, religion, etc. of African and Native American people and their European contemporaries
3. Identify specific examples of metaphor and simile in the African poems
4. Apply the concept of animism to the arts of Africa
5. Discuss the shift of African and American art from archeological artifact to work of art
6. Examine how abstraction gives power to African sculpture
7. Examine why blood was such an important fluid among the early peoples of the Americas
8. What similarities can be found between African art and the art of the Americas
9. Research and compare the myths of origin among African and Native American tribes
10. Cooperative Learning – small group discussions and presentations that cite the main characteristics of African music and discuss how these features are apparent in today’s popular music, such as Afro-pop, rap, etc.
11. Speculate on why so little of African sculpture is centered on the naturalistic representation of human individuals.
12. Write an artistic critique that includes historical research, the art elements and principles of design as well as an in depth discussion about the content or meaning of a work of art

Learning Unit Topic 15: Protest and Reform
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1-3,4.1-5,5.1-2
Activities/Assignments: Read Chapters 19
Laboratory Activities:
1. Assess the effects of the printing press on Western society of the early modern era.
2. Compare the Northern versus Italian Renaissance culture and the importance of Christian humanism in the North
3. Discuss Martin Luther’s main complaints against the church and what reforms he requested
4. Explore the political and social ideals set forth in More’s *Utopia*
5. Examine the difference of woodcut from engraving techniques
6. Compare and contrast the painting styles of the Northern and Southern Europe
7. Cite the factors that contributed to the popularity of Shakespeare’s plays in his own time and place
8. Discuss why the sixteenth century was a time in which satire was revived as a popular genre

### Course Assessment Information

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<thead>
<tr>
<th>Description of Possible Course Assessments (Essays, multiple choice, etc.)</th>
<th>Term papers, essays, critiques, slide identification, multiple choice, true/false, matching, short answer and class discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams standardized for this course?</td>
<td>Are exams required by the department?</td>
</tr>
<tr>
<td>□ Midterm</td>
<td>[ ] Yes  [x] No</td>
</tr>
<tr>
<td>□ Final</td>
<td>If Yes, please specify:</td>
</tr>
<tr>
<td>□ Other (Please specify):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where can faculty members locate or access the required standardized exams for this course? (Contact Person and Location)</th>
<th>NCK – Academic Chair Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: NCK – Academic Chair Office</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
<th>NCK</th>
<th>BHC</th>
<th>LHC</th>
<th>NMC</th>
<th>DE</th>
<th>Office of Instruction</th>
</tr>
</thead>
</table>