HUM 151

Introduction to Humanities II

Renaissance to the Present

Course Package
# COURSE PACKAGE FORM

<table>
<thead>
<tr>
<th>Contact Person(s)</th>
<th>HEIDI HECKMAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of proposal to Curriculum Sub-committee:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>□ New  □ Change (Indicate specifics below.)</td>
</tr>
<tr>
<td>Change: (Check ALL that apply.)</td>
<td>□ Update Prefix  □ Title  □ Learning Units  □ Competencies  □ Format Change  □ Course Description  □ Course Number  □ Textbook  □ Credits or [lecture and/or lab]</td>
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<tr>
<td>Effective Semester/Year (REQUIRED)</td>
<td>□ Fall  □ Spring 2010  □ Summer</td>
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</tbody>
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## COURSE INFORMATION

<table>
<thead>
<tr>
<th>Prefix and Number: HUM 151</th>
<th>Title: INTRODUCTION TO HUMANITIES II: RENAISSANCE TO THE PRESENT.</th>
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<tbody>
<tr>
<td>Catalog Course Description: 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 the Renaissance to present day.</td>
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<tr>
<td>Credit Hours: 3.0</td>
<td>Lecture Hours: 3</td>
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<tr>
<td>Lab Hours:</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Appropriate score on assessment test or successful completion of PCS 021 and TRE 089.</td>
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<tr>
<td>Co-requisite(s)</td>
<td></td>
</tr>
<tr>
<td>Does this course need a separately scheduled lab component?</td>
<td>□ Yes  □ No</td>
</tr>
<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 251, Cochise HUM 206, CCC HUM 242, MCCCD HUM 251, NPC HUM 151, Pima HUM 252, Yavapai HUM 242; UA TRAD 103)</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 course.

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 Western civilization from pre Renaissance to the present day.

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, film, literature, music and theater).
<table>
<thead>
<tr>
<th>Objective 2.3</th>
<th>Assess and discuss the aesthetic and philosophical values represented by cultural artifacts.</th>
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<tbody>
<tr>
<td>Objective 2.4</td>
<td>Identify and analyze widely recognized &quot;great works&quot; that represent the cultural characteristics of that artistic style.</td>
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<tr>
<td>Objective 2.5</td>
<td>Examine archaeological and anthropological discoveries in relation to re-emergence and influence in Western civilization.</td>
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<thead>
<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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<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, film, 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 cultures artistic expression from external sources.</td>
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<tr>
<td>Objective 4.3</td>
<td>Examine the influences of Greek artistic tradition and philosophy on Western civilization up to the present day.</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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</table>
Objective 5.3 Students will be able to write research papers that articulate, evaluate, and compare artistic traditions, trends or innovations.

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 II</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>
</tr>
<tr>
<td>ISBN</td>
<td>9780077346232</td>
<td></td>
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Software Companion CD

Learning Units

Learning Unit Topic 1: Renaissance
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1,3.3,4.1-2,4.4,5.1-2
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. Explore Renaissance artists as “disciples of nature,” that is, people who tried to understand and recreate the appearance of the real world
9. 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
10. Discuss the influences of Roman and Renaissance artists and how Renaissance artists took their art to the next level in the illusion of reality
11. Discuss early Renaissance artists-scientists and Leonardo da Vinci as the first scientific illustrator
12. Compare sculpture and painting styles and techniques of the Early and High Renaissance
13. Examine the invention of linear perspective and its impact on the illusion of depth

Learning Unit Topic 2: Protest, Reform and the Baroque Style
Competency: 1,2,3,4,5
Objectives: 1.1-2,1.4-5,2.1-4,3.1-4,4.1,4.3-5,5.1-2
### Activities/Assignments: Read Chapter 19

**Laboratory Activities:**
1. Assess the effects of the printing press on Western society of the early modern era
2. Discuss Lutheran doctrine and the sentiment of the Protestant Reformation
3. Cooperative Learning – small group discussions and presentations that compare and contrast the Northern and Southern European artistic trends.
4. Identify the development of Sixteenth century literature as it leads up to and including Shakespeare
5. Shakespeare reading activity
6. Evaluate the Historical Context of the Catholic Reformation in Europe
7. Identify the evidence of Catholicism’s reach into Asia and Latin America
8. Evaluate and discuss Catholic mysticism and religious ecstasy in the visual arts
9. Identify the artistic and historical influences and unique qualities of the Baroque artistic style from Greek influences to Bernini’s innovations
10. Hands on experience using clay to enhance the understanding of sculptural approaches
11. Listen and discuss the artistic influences, elements and principles of Baroque Music from sacred to polychoral music
12. Discuss the birth of opera from musical and theatrical traditions

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### Learning Unit Topic 3: **Absolute Power and the Aristocratic Style**

**Competency:** 1,2,3,4,5

**Objectives:** 1.1-5,2.1-4,3.1,3.3,4.1-2,4,4.5,1-2,5.4

**Activities/Assignments:** Read Chapter 21

**Laboratory Activities:**
1. Louis XIV and French Absolutism
2. Architecture, music and dance under Absolutism - Versailles
3. Art patronage and the academies
4. Neoclassicism in French literature
5. Absolutism and the Aristocratic Style beyond Europe (Ottoman Empire, India, China and Japan)
6. Individual and cooperative Learning – individual written assessment and small group discussions looking at Baroque, Neoclassic, Catholic and multicultural art forms

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### Learning Unit Topic 4: **The Baroque in the Protestant North**

**Competency:** 1,2,4,5

**Objectives:** 1.1-5,2.1-4,4.1-5,1-2

**Activities/Assignments:** Read Chapter 22

**Laboratory Activities:**
1. Examine the historical context of the dominance of the middle class and the growth of political liberties
2. Identify the artistic and historical influences and unique qualities of the Baroque artistic style from Greek influences to Bernini’s innovations as they relate to Northern Europe
3. Read and discuss the Literature in Northern Europe
4. View, listen and discuss in small groups the connections between Baroque Art and Music in Northern Europe with a focus on Handel and the oratorio as well as Bach and religious music

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### Learning Unit Topic 5: **The Scientific Revolution and the New Learning**

**Competency:** 1,2,3,4,5

**Objectives:** 1.1-5,2.1-4,3.1,3.3,4.1-2,4,4.4-5,5.1-5

**Activities/Assignments:** Read Chapter 23

**Laboratory Activities:**
1. Explore The sixteenth-century scientific revolution through Kepler and Galileo
2. Examine Scientific innovations, discoveries, instruments and methods of experimentation and analysis
3. Discuss Inductive and deductive reasoning, empirical tradition and Newtonian synthesis
4. Examine and discuss evidence of the impact of science and the new learning on music and painting
5. Write a 750 – 900 word reflective essay on a famous work of art that addresses the historical time period of...
creation, the history of the artist and the influences surrounding them, a critique of the artistic form, and your personal opinions about the work of art.

Learning Unit Topic 6: The Promise and Limits of Reason  
Competency: 1,2,3,4,5  
Objectives: 1.1-2,1.4-5,2.1-4,3.1-4,4.1,4.4-5,5.1-2  
Activities/Assignments: Read Chapter 24 and 25  
Laboratory Activities:  
1. Discuss the roots and historical context for the Enlightenment Age rationalism, its success and failures  
2. Discuss and debate the new ideas about social order and natural law influences  
3. Small group discussions about the role of the Salon in the world of art, literature and music  
4. Identify the impact the Enlightenment Age had on literature (journalistic essay, the novel and neoclassical poetry)  
5. Discuss the consequences of European industrialism and slave trade  
6. Demonstrate an understanding of satire as a weapon of the Enlightenment both written and visual  
7. Compare and contrast of late eighteenth century revolutions in N America and France and the influences they had on the arts.

Learning Unit Topic 7: Eighteenth-Century Art, Music, and Society  
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 26  
Laboratory Activities:  
1. Discuss the influences and identify the markers of the Rococo Style  
2. Debate the reaction against rococo style and the movement toward genre and morality subject matter  
3. Discuss Neoclassicism and the new art and archeology  
4. Listen and discuss Eighteenth-Century Music styles and composers  
5. Compare and contrast Neoclassical or Rococo style work of art with a work from the Enlightenment age

Learning Unit Topic 8: Romanticism  
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 27, 28 and 29  
Laboratory Activities:  
1. Discuss the shift to the natural world as the source of the romantic imagination  
2. Read and discuss nature and the Natural in Western and Asian Literature  
7. Individual and cooperative Learning – individual written assessment and small group discussions looking at European and American Romantic Landscape Painting  
3. Discuss the philosophical doctrine of Transcendentalism  
4. Compare and contrast the interpretation of the “natural” of Native American and American arts and culture  
5. Discuss Darwin’s theory of natural selection and its impact on art and culture  
6. Discuss the ideals and themes of the Romantic Hero and nationalism  
7. Observe the Romantic Style in painting, sculpture, architecture  
8. Listen and view romantic influences in dance, opera and music (Beethoven/Chopin/Wagner)

Learning Unit Topic 9: Industry, Empire, and the Realist Style  
Competency: 1,2,4,5  
Objectives: 1.1-5,2.1-4,4.1-4,5.1-2  
Activities/Assignments: Read Chapter 30  
Laboratory Activities:  
1. Explore the historical context of the advancing industrialism, colonialism and modern imperialism
2. Discuss the 19th century social theories of conservatism; liberalism; utilitarianism; socialism
3. Read and discuss the new realism in Literature (Dickens/Twain-Dostoevsky/Tolstoy) and theater
4. Compare and contrast realism with other artistic styles in the visual arts
5. Understand the roots and emergence of photography as an art form and it's influences on the art world
6. Hands on experience using pinhole cameras to enhance the understanding of photographic beginnings

Learning Unit Topic 10: 19th Century Modernism
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 Chapters 31
Laboratory Activities:
1. Explore the Historical and technological Context of the Late Nineteenth Century
2. Compare the Philosophies of Nietzsche and Bergson and the Symbolist Style
3. Compare Impressionism with previous painting styles and its diversion from romantic and realistic trends
4. Discuss Impressionism, post impressionism and art nouveau styles in relation to the influences of Japanese woodblock prints
5. Hands on experience making block prints to understand block printing techniques and approaches
6. Compare the cultural and developmental differences between the arts of Africa and Oceania

Learning Unit Topic 11: Early 20th Century Art
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 32
Laboratory Activities:
1. Explore the influences of Modernism on early 20th century Poetry
2. Define the context of the development of Picasso’s artwork and the birth of cubism
3. Explore the historical context and evolution of 20th century visual arts including cubism, futurism, fauvism and nonobjective styles.
4. Compare the early 20th century, Frank Lloyd Wright and Bauhaus architectural styles.
5. Discuss and compare the influence of Modernism on early 20th century music (Schoenberg and Stravinsky) and dance

Learning Unit Topic 12: The Birth of Film and The Freudian Revolution
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1,3.3,4.1-2,4.4,5.1-2,5.4
Activities/ Assignments: Read Chapter 32 and 33
Laboratory Activities:
1. Discuss the birth and evolution of Film as an art form
2. Discuss the new approaches in architecture music and dance
3. Discuss the Freudian Revolution, Jung’s views and the new psychology.
4. View and discuss the influence of the new psychology on the visual arts in Expressionist, Surrealist, Metaphysical and Dada styles.
5. Create your own Dada style of art along with a written explanation of the work
6. Write a 750 – 900 word essay on a famous work of art that addresses the historical time period of creation, a critique of the artistic form, and commentary about the social, political, scientific, and religious influences that affected the work.

Learning Unit Topic 13: The Influences of Totalitarianism and Liberation
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1,3.3,4.1-2,4.4,5.1-2,5.4
Activities/ Assignments: Read Chapters 34 and 35
Laboratory Activities:
14. Define the artistic responses to World War I and II, socialism and totalitarianism
15. Discuss the Great Depression in America and the rise of social realism
16. Understand the postwar conditions of alienation and anxiety and how they led to concepts of Utopias Existentialism and Freedom
17. Discuss the dynamics of the shift from Europe to the United States of the newest innovations in the art world that began with abstract expressionism
18. Write a comparative essay discussing photography and film with earlier forms and identifying the impact of cultural influences on their form

Learning Unit Topic 13: Equality in the Arts
Competency: 1,2,3,4,5
Objectives: 1.1-5,2.1-4,3.1,3.3,4.1-2,4.4,5.1-2,5.4
Activities/Assignments: Read Chapters 36
Laboratory Activities:
1. Discuss the quest for political, racial and gender equality and its impact on the art world
2. Discuss cultural identity while looking at Latin American and the African American artistic expression
3. Define the roots of Jazz and its impact on the music world
4. Explore the quest for gender equality, feminism and sexual identity through the works of Silvia Plath, Anne Sexton, Sonja Sanchez, Judy Chicago, Cindy Sherman, Robert Mapplethorpe
5. Write an essay and bring in for discussion a work of art that expresses political, racial or gender equality.

Learning Unit Topic 14: The Information Age: Global Perspectives
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 37, 38
Laboratory Activities:
1. Discuss the historical context of the developments in information technology, television, computers and the global distribution of images
2. Compare the new directions in science and philosophy
3. Read and discuss literature in the information age as it is influenced by technology
4. Debate the concept of globalism and ethnic identity
5. View and discuss the influence of the new science, philosophy and psychology on the visual arts (Film/Pop/Op/Minimal/Kinetic)
6. Investigate the roots of Social Conscience Film and Art and the new Expressionism
7. Explore the new art forms of video and computers discussing the ramifications of delivery, cost and marketing

Course Assessment Information

<table>
<thead>
<tr>
<th>Description of Possible Course Assessments (Essays, multiple choice, etc.)</th>
<th>Essays, critiques, slide identification, multiple choice, true/false, matching, short answer</th>
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<tbody>
<tr>
<td>Exams standardized for this course?</td>
<td>Are exams required by the department?</td>
</tr>
<tr>
<td>☐ Midterm</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>☐ Final</td>
<td>If Yes, please specify:</td>
</tr>
<tr>
<td>☐ Other (Please specify):</td>
<td>NCK</td>
</tr>
<tr>
<td>Where can faculty members locate or access the required standardized exams for this course? (Contact Person and Location) Example: NCK – Academic Chair Office</td>
<td>BHC</td>
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<td></td>
<td>LHC</td>
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<td>NMC</td>
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<td>Office of Instruction</td>
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