

Coffeyville Community College

#HUMN-225

COURSE SYLLABUS

FOR

HUMANITIES III

Jed Claybrook
Instructor

COURSE NUMBER: HUMN-225 **COURSE TITLE:** Humanities III

CREDIT HOURS: 3

INSTRUCTOR: Jed Claybrook

OFFICE LOCATION: 215, Arts and Sciences Building

PHONE: 620-251-7700 ext. 2060

OFFICE HOURS: See schedule posted on office door

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Gloria K. Fiero. *Landmarks in Humanities*. McGraw-Hill Publishers.

COURSE DESCRIPTION:

Humanities is designed to enable the student to study the disciplines which pursue humanistic concerns, the relationship between the humanities, the arts and the sciences. Traditionally, these have included the fine arts, literature, drama, philosophy, and religion; but the new humanist is greatly interested in anthropology, history, psychology, and those aspects of the sciences and math which have direct bearing upon the qualities of human life. The student will become acquainted with these areas through lecture, demonstration, exhibit, and textual material.

EXPECTED LEARNER OUTCOMES:

1. Learn to recognize that the art of being human involves more than meeting one's survival needs.
2. Learn to discover one's inner resources for practicing the art of being human.
3. Learn to become familiar with characteristics of recognized works of art, music, literature, and drama that are encountered during the course.
4. Learn to identify a reasonable number of the great philosophical ideas.
5. Learn to recognize the philosophical ideas which have personal significance.
6. Learn to be able to follow complex trains of thought, using these as models for one's own thought processes.
7. Learn to investigate major moral philosophies and the assumptions on which they are based.
8. Learn to develop techniques of critical thinking.

9. Learn to be open to points of view, life styles, writing, art, and music that may be different from anything one has encountered or ever wanted to encounter.

LEARNING TASKS

& ACTIVITIES:

SECTION I THE ANCIENT WORLD

UNDERSTAND THE INTERRELATIONSHIP OF HUMANKIND IN ITS DESIRE TO CREATE ART
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1. Describe major examples of earliest art. (Knowledge)
2. Identify the characteristics of Stone Age, Mesopotamian, and Egyptian art. (Analysis)
3. Explain the linkages among politics, religion, and art in Mesopotamian and Egyptian societies. (Comprehension)
4. Describe works of art illustrated using appropriate terms. (Analysis)

SECTION II ARCHAIC GREECE AND THE AEGEAN

EXPLAIN SOME UNIFYING CHARACTERISTICS THAT TEND TO HOLD A SOCIETY TOGETHER

5. Identify four pre-Socratic schools of philosophical thought. (Analysis)
6. Summarize the Minoan, Mycenaean, and the archaic Greek styles of architecture. (Synthesis)
7. Explain the differences among protogeometric, geometric, and archaic styles of pottery. (Comprehension)
8. Define the term polis. (Knowledge)
9. Describe the characteristics of archaic Greek sculpture. (Knowledge)

SECTION III GREEK CLASSICISM AND HELLENISM

UNDERSTAND CLASSICISM AS THE FOUNDATION OF WESTERN CIVILIZATION
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10. Explain the factors that coalesced to make Athens the cradle of Western civilization. (Comprehension)
11. Point out several philosophical systems of the classical and Hellenistic eras. (Analysis)
12. Identify works and artists of the classical and post-classical periods. (Knowledge)
13. Compare Plato's and Aristotle's theories about art. (Evaluation)
14. Explain Aristotle's theory of tragedy. (Comprehension)
15. Describe the music and dance of the classical period. (Knowledge)
16. Relate elements and principles of composition of works of art illustrated in this chapter. (Analysis)

SECTION IV THE ROMAN PERIOD

ENCOURAGE AN UNDERSTANDING OF ROMAN DEMOCRACY AND LAW
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17. Summarize Roman theatrical, musical and dance forms. (Comprehension)

18. Explain the philosophies of Seneca, Marcus Aurelius, Epictetus, and Plotinus. (Evaluation)
19. Identify the various aspects of Roman religions and cults. (Analysis)
20. Describe the main directions of Roman literature and its writers. (Knowledge)
21. Break down the elements and principles of Roman art and architecture. (Analysis)

SECTION V JUDAISM AND EARLY CHRISTIANITY

<p>DEMONSTRATE THAT A RELATIONSHIP EXISTS BETWEEN JUDAISM AND CHRISTIANITY</p>

22. Describe the impact of Judeo-Christian culture and religion on the Roman Empire. (Knowledge)
23. Identify the reforms of Diocletian and Constantine. (Analysis)
24. Explain the relevance of the “Petrine Theory” to the development of the Western Christian Church. (Comprehension)
25. Identify Judaic, Christian and late Roman art, architecture, and music. (Knowledge)

SECTION VI BYZANTIUM AND THE RISE OF ISLAM

<p>ENCOURAGE AN UNDERSTANDING OF THE SPLIT BETWEEN THE EASTERN AND WESTERN EMPIRES OF ROME</p>

26. Relate the history of Byzantium to the intellectual development in the West. (Synthesis)
27. Identify the basic characteristics of Byzantine art, architecture, literature, theatre, and music. (Analysis)
28. Explain the basic precepts of Islam. (Comprehension)
29. Define hieratic style. (Knowledge)

SECTION VII THE EARLY MIDDLE AGES

<p>UNDERSTAND THE SYSTEM CALLED FEUDALISM AND FEUDAL THINKING</p>
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30. Identify and define the divisions of the Middle Ages. (Analysis and Knowledge)
31. Summarize the role of the Christian church in the life of the times. (Comprehension)
32. Explain how the Carolingian renaissance affected politics, religion, art and architecture of the period. (Evaluation)
33. Explain the nature of theatre, dance, and literature. (Comprehension)

SECTION VIII THE HIGH MIDDLE AGES

<p>DEMONSTRATE THE PERIOD AS A TIME FLUX</p>

34. Explain the changes affecting secular and religious life in High Middle Ages. (Comprehension)
35. Compare the philosophies of Obelard and St. Thomas Aquinas. (Evaluation)
36. Summarize the general characteristics of Gothic architecture, painting, and sculpture. (Evaluation)
37. Describe the theatre and music of the High Middle Ages. (Knowledge)

SECTION IX THE LATE MIDDLE AGES

UNDERSTAND THE INCREASED COMPLICATIONS OF SOCIETY AND THE ARTS DURING THE LATE MIDDLE AGES
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38. Explain how theatre, dance and painting reflected their social and religious contexts. (Comprehension)
39. Define *ars nova*. (Knowledge)
40. Identify the major writers of the time and their works. (Analysis)
41. Relate the effects of the plague and the Hundred Years' War on European society, commerce and religion. (Analysis)
42. Define secularism and humanism. (Knowledge)

ASSESSMENT OF OUTCOMES:

Grades of	A = 100-90%
	B = 89-80%
	C = 79-70%
	D = 69-60%
	F = 59- 0%

are given in this course. Incompletes given at the semester end will only be given if previously agreed upon by the student and instructor with a specific time designated for the completion of the incomplete work. Please note the college's policy on incompletes as stated in the college catalog.

Requirements and final evaluation: A student's final grade will be based on the following

1.	Lecture/demonstration	30%
2.	Attendance/participation	10%
3.	Unit tests	40%
4.	Final <u>20%</u>	
	100%	

Tests must be taken on the scheduled day. Only if arrangements are made with the instructor prior to the original test date will a student be allowed to take a test late, and then it must be taken before the second class period following the test.

ATTENDANCE POLICY:

Students are expected to attend all classes. It is the responsibility of the student to make definite arrangements with the instructor for make-up work BEFORE going on field trips or other college-sponsored events. Note that 10% of the final grade will be determined by regular attendance and participation in class. No more than three absences will be allowed during the semester without a grade penalty.

Class periods, assignments, and tests that are missed without prior arrangements with the instructor may not be made-up unless unusual circumstances prevail and at the instructor's prerogative.

Also, attendance at the ENTIRE concert/lecture is required. Partial attendance will cause the evaluation sheet for that performance to NOT be counted.

This syllabus is subject to change at the discretion of the instructor with prior notice to the student.