**INTRODUCTION TO HUMANITIES – HUMN 1101**

Fall 2013 CHS

**T-F, 10am – noon**

**Room B16**

CREDIT HOURS: **3.0 CRN:**

INSTRUCTOR: Karen Appelbaum

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Catalog Course Description: Explores the philosophical and artistic heritage of humanity expressed through a historical perspective on visual arts, music, and literature. The humanities are presented as a source of subjective insights for the understanding of people and society. Topics include historical and cultural developments and contributions of the humanities.

Prerequisites: English 1101 with a C or better.

**Textbook**: Fiero, Gloria K. Landmarks In Humanities, New York: McGraw-Hill, 2012, 3rd ed.

Central Competencies: Competency areas for HUMN 1101 include historical and cultural development and contributions of the humanities.

**Class Objectives**: After the student completes the course with a C or better, he or she will be able to envision a time line and map of the major Western civilizations;

recognize works of painting, architecture, sculpture, theater, and music from Ancient, Classical, medieval, Renaissance, Baroque, Revolutionary, Romantic, Impressionistic, Modern and Post-modern periods; describe how selected scientific and technological advancements in history have altered world views and behavioral aspects of civilizations and cultures; define key terms involving culture, art forms, and periods; explain how technology affects our perceptions and world views in the early 21st century; be more aware of cultural, artistic, and historic sites available within a one hundred mile-radius of Chattanooga; appreciate the contributions of Western European culture to our own daily lives; write a research paper in the humanities using the APA format.

**Instructional Strategies**: Humanities 1101 will incorporate weekly reflection and discussion of topics relevant to the course material for that week. Students will produce responses to a variety of journal topics. Music will be played and discussed weekly, at the minimum. Movies will be viewed and written responses to the content and artistic merit are required. Videos on art will be viewed and discussed, and responded to in writing. Students will listen to audio journal articles and respond to the ideas presented. Research is required for group projects and for a paper on an art topic. Class lecture and discussion, regarding each culture, is required.

When one abandons the past, inevitably it results in the obliteration of the future.

~Edmund Burke

**Weekly Schedule – Humanities 1101**

**Fall 2013 (9 weeks)**

**\*\*\*All reading for each module must be completed by *start* of module\*\*\***

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| **Week – Content** | **Due** | **Assignments - Points** |
| 1-2: Ch. 1-3 | **22 Oct**  **15**  **25** | Journal 1 50  Landmarks  75  Music: Cultural 50 |
| 3-4: Ch. 4-7 | **5 Nov**  **29 Oct**  **8 Nov**  **7 Nov** | Journal 2 50  Landmarks 100  Music: Classical  50  Test #1 50 |
| 5-6: Ch. 8,10-11 | **19 Nov**  **12 Nov**  **22 Nov** | Journal 3 50  Landmarks 75  Music: R&R 50 |
| 7 Ch. 9 | **3 Dec**  **6 Dec** | Landmarks 25  Movie Review 75 |
| 8-9: Ch. 12-14 | **10 Dec**  **13 Dec** | Journal 4 50  Landmarks  75 |
| Presentation | **13 & 17 Dec** | Group Project 100 |
| Final | **Due 17 Dec** | Chapters 11-14 75 |
| **Total Points** |  | **1,000** |

* **Journals:** Journal topics are chosen from a list. Occasionally, topics will be chosen by the instructor to highlight a timely event or significant topic.

**Evaluation**: Your final grade is determined by the total points accrued on the assignments indicated below. Please note that if you have excessive absences your letter grade may be adversely impacted, even if your total points indicate otherwise.

**Assignments:**

**Letter Grades**

A- 900-1000

B- 800-899

C- 700-799

D- 600-699

F- 599- below

**200 pts-** Students will complete **4** **Journals**. These are comprised of your **typed journal topic**, which comes from a list in your syllabus, or possible topics suggested in class.

**325 pts—“Top Five” Lists [5]** are necessary to be successful in this course. You must bring a list of the 5 most important **Landmarks** from each chapter, in **the unit we’re starting** that week. The list should include at least one reason why the landmark is important. We’ll work in groups to narrow them down to a “top three” and present them to the class. **\*20 points of your grade** will come from your group participation.

**225 pts-** Students will complete several cultural analysis assignments which include a movie review and several music audio journals.

**100 pts-** A **group project** will be assigned by **week four** of the course. A description is included in your syllabus.

**150 pts-** There are two **tests**. These include the **mid-term [75pts]** and a **final [75pts].**

Your **final** will be a **take home exam**. It will cover information from the first week and the chapters indicated on the weekly schedule.

**Disclaimer:**

Sometimes “art” and the study of humanities involve themes and images that do not conform to our own values and moral standards. The instructor encourages the students to be tolerant and understanding of ideas expressed in the textbook, video series, and by other students in the class. Please use good listening and communication skills during class discussions.

**ATTENDANCE\***

This is an intense class. Any decision to miss class must be made carefully. Assignments will be given supplementary to the syllabus, and if a student is not present to receive the assignment, the grade will be zero. Attendance will be taken. It is the student’s responsibility to get notes and reconstruct the missed classroom experience. The student should not expect to pass the class if he/she misses more than one class (10% of class time). Students arriving late (after roll) should verify with the instructor that they were marked present. More than 15 minutes late constitutes an absence. If a student needs to contact the instructor regarding attendance, he/she may do so via e-mail before noon on the class day in question.

Students who are concerned about their final grades are invited to schedule a private conference with the instructor **BEFORE the last two weeks** of the **quarter.**

**Late work**: LATE WORK WILL ONLY BE ACCEPTED AT THE DISCRETION OF THE INSTRUCTOR AND THE STUDENT SHOULD EXPECT TO INCUR A PENALTY FOR LATE WORK**.  *A minimum of a 10% reduction should be expected****.*

**Make-up work/test policy**: There is no make-up or extra-credit work.

**Plagiarism and Academic Honor Policy**: Plagiarism and cheating will result in a zero grade for assignment and possible dismissal from class.

If charges of academic dishonesty are initiated by the faculty or professional staff, the charges will be heard by a panel of faculty and students, and the student will be provided an opportunity to refute the charges. The result(s) of the hearing will be administered by the Office of Instructional Services. Any student found guilty of academic dishonesty will receive a grade of F in the course along with other possible sanctions including probation, suspension, or dismissal from the institution. In cases where academic dishonesty is in the area misrepresentation, sanctions will be determined by the Office of Instructional Services and may include probation, suspension, or dismissal from the institution.

**Academic dishonesty** includes but is not limited to each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity.

**Cheating**: using or providing others with unauthorized materials, information, study aids, or computer-related information.

**Plagiarism:** representing the words, data, works, ideas, computer program, or output of another as one’s own work.

**Fabrication**: presenting as genuine any invented or falsified material.

**Misrepresentation**: falsifying, altering, or misstating the contents of comments or other materials related to academic matters, including schedules, prerequisites, and transcripts.

**Confidentiality:** The rules of confidentiality do not apply to the instructor/student relationship. Please do not disclose information assuming it will be confidential. An instructor is considered a “mandatory reporter”. Any information revealed to an instructor that may represent potential harm to the student or another individual must be reported by law. In other words, do not tell the instructor of any illegal activity you have done or plan to do or been victim of, even if you think it is harmless or funny.

**Students with disabilities**: Georgia Northwestern Technical College is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for these accommodations, please notify Michael Walters, the Disability Services coordinator for Georgia Northwestern WCC- [764-3799].

**Severe Weather/Fire Warning System:** Periodically, GNWT will conduct severe weather warnings and fire drills. Instruction on what to do in the event of these warnings will be given in class and may be found in print form posted in classrooms and labs. Students are expected to participate in these drills in preparation for any actual threatening situations that may occur.

**Miscellaneous:** Instructor reserves the right to add or delete items from syllabus if time becomes limited or if class will be helped by it.

**JOURNAL – 50pts each**

This assignment is comprised of **05 responses** to the topics below, and to topics assigned in class. These are to be a minimum of **150 words** in length, **double-spaced**, and **typed** in **12-point** font.

1. Post- moderns esteem celebrities, while moderns and pre-moderns esteemed heroes. How do these differ? What accounts for the difference?
2. **You may respond to any one ‘Ideas & Issues’ in the book per module.**
3. How would you define “art”? Who do we consider to be the ‘artists’ in contemporary

Western culture?

1. **What is the value of music, and what role does it play in our lives?**
2. An ancient Chinese proverb states, “If you want to know about the water don’t ask the fish.” How might we relate this to the study of our own culture?
3. **Of the world views discussed in class, with which do you most closely identify, and/or which do you think best describes human beings?**
4. Discuss the ways the Jeremy Begbie interview has impacted your view of music?
5. Temples are the foremost examples of Greek architecture; what is America’s? What does a culture’s architecture tell us about that culture?
6. **How has Roman civilization influenced us as Americans?**
7. What were some of the unique beliefs of the Judeo-Christian belief systems, and how did they transform the cultures around them?
8. One of the core Roman values was pragmatism. What does this mean and how was it displayed in their culture? Are there any contemporary cultures which may be similar?
9. **Compare and contrast medieval culture with the Enlightenment culture.**
10. Contrast Romanesque and Gothic architecture, along with the worldviews they represent.
11. **How did the core values of the medieval period impact its music and painting?**
12. **Respond to the IMPRIMUS article by A. Huffington**.
13. The printing press revolutionized the world of the Renaissance. Is there a comparable

revolution today?

1. Briefly explain the Industrial Revolution. What revolutions have we had in the last century?
2. Discuss Jean-Paul Sartre. Why is it true that “if there is no God, there are no fixed values, no absolute right or wrong, and no good or bad?

19. **Write a brief summary of several of the key insights you may have acquired as a**

**result of being in this class.**

20. **Critique contemporary Western culture using some of the information you have**

**learned this quarter.**

* Discussion Questions for **Film** and **Performing Arts**

**Instructions:** You are to view a full-length feature film, then analyze it using the following questions as a guide. The film may be viewed either at a commercial theater or at your home. Your answers are to be **typed**, using a **12-pt. font**.

**\*A typed, brief summary of 200-250 words is also required. It should be double- spaced. The summary would include some of the boiler plate material.**

1. What was your initial or immediate reaction to the film? Why do you think you reacted that way? What in the film prompted this reaction?

2. What seems to be the overall message(s) of the artwork? Consider some or all of the following themes:

* What is the conflict in the world of this film, and what solutions are advocated? How is it resolved?
* How are relationships between people portrayed? What are the roles of love and romance, if any?
* Does right and wrong exist in the film’s world; how is it determined?

What about evil and good?

* Does life possess meaning and significance? How does the artwork treat the issues of death, dying and human worth?
* What, if any, are the sources of hope and redemption?

1. In what areas do you agree or disagree with the film; Why?
2. Do the various techniques of film-making impact the message, for example:

special effects, music, script and editing, just to mention a few?

1. Most stories or films are variations on a few basic motifs or story-lines. What other films, short stories or books come to mind when you reflect on this film?
2. Do any of the characters or situations strike a chord with you? What do you think causes you to identify with that character or situation?
3. Does the film portray any spiritual or religious themes, and if so, what are they? Is God or spiritual belief readily apparent in the world of this film?
4. What sort of emotions does this artwork evoke in **the viewer**- sadness, anger, delight, and so forth? How was this accomplished?
5. What ideals, values, beliefs, attitudes and assumptions are displayed? Which

ones are glamorized or devalued?

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Film: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\*Boiler plate material is easily located at the internet movie data base online.

[www.imdb.com](http://www.imdb.com)

**Music:** *Merely Entertainment, or, Threads in the Fabric of Personhood?*

1. How is music related to time? What does it teach us about reality and being human?
2. Music is both objective and subjective, explain.
3. Is music more physical or spiritual? Explain your reasons in light of the Begbie interview.
4. What are the various roles music plays in our lives, according to Jeremy Begbie’s presentation and your own experience/education?
5. List and explain some of the significant characteristics of “western” music.

**Classical Music:** *Music as Art or Commodity?*

1. Is the basis of most classical music simple or complex? Explain.
2. Classical music has a reputation for being abstract. Is this reputation deserved? Why or why not.

1. Music is both a personal and communal activity. Explain this contrast.
2. What has been the impact of “relativism” on our appreciation for all types of

music?

5. Much of our music is now understood as being a mere “commodity”. Explain how this mindset impacts the way people now experience music.

**Rock and Roll:** *Musical Style or Cultural Experience?*

1. Glenn Altschuler contends the lyrics of Rock music are less important than the accompanying cultural style. Explain what he means by this statement.

2. A number of factors stoked the fires of **generational conflict** through Rock & Roll music. Name at least three of these and explain one in detail.

3. Rock & Roll music is often cited as one of the first **mass cultural** movements. What are some of the reasons cited for its’ rise as a mass cultural phenomenon?

4. The 1950’s witnessed a profound concern for the rise in juvenile delinquency. List several factors which led to this concern.

5. The culture of Rock & Roll has contributed a lasting legacy throughout Western culture to this day. What is the result of this legacy?

**Group Project**

The class will be divided into several groups by week 5 of the quarter, in order for groups to have adequate time to complete one of these topics. These topics will be drawn randomly by one member of each group.

Each person’s contribution to the group effort will be evaluated, and the scores will be averaged to determine a group grade for the project. Prepare your presentation for a duration of 7- 10 minutes, minimum.

1. Dramatize a conversation between the following characters: A classical Greek philosopher, a monk from the middle ages and an artist from the Romantic era.
2. Prepare and present a scene from Sophocles’ play, Antigone.
3. Tape a TV evangelist- 2 or more. Analyze his or her message. What religious beliefs does he or she espouse? How many of these beliefs are directly derived from early Christian beliefs? What beliefs seem to reflect more of the culture? You might possibly compare and contrast their presentations.
4. Write and perform a dialogue between a medieval woman and a modern woman on the status of women.
5. Tape a series of television commercials. Explain how those commercials illustrate the beliefs and traditions of contemporary culture.
6. Make a time capsule that includes the ten most significant works or cultural events of the twentieth century. Provide a thorough explanation for each.
7. Make a time capsule that includes the ten most significant cultural events or landmarks since the dawn of culture. Provide a thorough explanation for each.

\*Due:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score:\_\_\_\_\_\_\_\_\_

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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