ITT Technical Institute

HU3440

Humanities

Onsite and Online Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 45 (45 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisite: EN1420 Composition II or equivalent

Course Description:

This course introduces art, music, dance, theater, sculpture, architecture and religion,

from ancient world cultures through the beginning of the Industrial Age

COURSE SUMMARY

COURSE DESCRIPTION

This course introduces art, music, dance, theater, sculpture, architecture and religion, from ancient world cultures through the beginning of the Industrial Age.

MAJOR INSTRUCTIONAL AREAS

1. Art
2. Music
3. Dance
4. Theater
5. Sculpture
6. Architecture
7. Religion

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:
1. Analyze the evolution of the various modes of human expression.
2. Explain how historical and social contexts influence human expression.
3. Analyze how the humanities express social needs and values.
4. Identify and analyze universal themes reflected in the humanities.
5. Recognize evolving perceptions of the humanities over time.

COURSE OUTLINE

MODULE 1: THE ANCIENT WORLD

COURSE LEARNING OBJECTIVES COVERED

- Analyze the evolution of the various modes of human expression.

- Explain how historical and social contexts influence human expression.

TOPICS COVERED

- Forms of Arts in the Ancient World

- Mesopotamia

- Ancient Egypt

- Ancient Asia

- Ancient America

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Bishop, Chapters 1 and 2.	No	2 hr
Reading: ITT Tech Virtual Library> Basic Search> Spencer, P. (2003). Dance in Ancient Egypt. *Near Eastern Archaeology, 66(3), 111-121.*	No	1 hr
Lesson: Study the lesson for this module.	No	1.5 hr
Discussion: Participate in the discussion titled "The Effective Mode of Human Expression."	Yes	N/A
Analysis: Submit the analysis titled "The Dominant Mode of Human Expression."	Yes	3.5 hr
Project: Read and begin the project.	No	1 hr

Total Out-Of-Class Activities: 9 Hours

MODULE 2: ANCIENT GREECE, ROME, AND MONOTHEISM

COURSE LEARNING OBJECTIVES COVERED

- Analyze the evolution of the various modes of human expression.

- Analyze how the humanities express social needs and values.

- Recognize evolving perceptions of the humanities over time.

TOPICS COVERED

- Forms of Arts in Early Greece

- The Classical Period

- Forms of Arts in Early Rome

- Monotheism and Arts

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Bishop, Chapters 3–5.	No	5.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Monuments and Sculptures in the Future."	Yes	N/A
Analysis: Submit the analysis titled "Impact of Imperialism on Ancient Rome."	Yes	3 hr
Research: Submit the research titled "Fundamental Beliefs of Religions."	Yes	3.5 hr
Project: Continue work on Project Part 1.	No	4 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 3: THE MIDDLE AGE

COURSE LEARNING OBJECTIVES COVERED

- Analyze the evolution of the various modes of human expression.

- Explain how historical and social contexts influence human expression.

- Analyze how the humanities express social needs and values.

- Recognize evolving perceptions of the humanities over time.

TOPICS COVERED

- Forms of Arts in Early Middle Ages

- Forms of Arts in Late Middle Ages

- The Gothic Style

- The New Learning

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Bishop, Chapters 6 and 7.	No	3.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Medieval Knighthood and Military Training."	Yes	N/A
Analysis: Submit the analysis titled "Life of an Artist or Writer in the Middle Ages."	Yes	3 hr
Research: Submit the research titled "Music and Theater in the Early and Late Middle Ages."	Yes	3.5 hr
Project: Submit Project Part 1.	Yes	5 hr

Total Out-Of-Class Activities: 17 Hours

MODULE 4: THE RENAISSANCE AND REFORMATION

COURSE LEARNING OBJECTIVES COVERED

- Analyze the evolution of the various modes of human expression.

- Explain how historical and social contexts influence human expression.

- Identify and analyze universal themes reflected in the humanities.

- Recognize evolving perceptions of the humanities over time.

TOPICS COVERED

- The Early Renaissance in Italy

- The High Renaissance in Rome

- The Late Renaissance in Italy and Spain

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Bishop, Chapters 8 and 9.	No	4 hr
Reading: ITT Tech Virtual Library> Basic Search> Sierra, H. (2014). Bearing witness and taking action: Audiences and morality in Renaissance tragedy and activist street theater. *Comparative Drama, 48(1/2), 39-57.*	No	1.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Michelangelo's Statue of David."	Yes	N/A
Analysis: Submit the analysis titled "Renaissance Humanism."	Yes	3 hr
Research: Submit the research titled "Late Versus High Renaissance."	Yes	3.5 hr
Project: Begin work on Project Part 2.	No	4 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 5: THE BAROQUE AND ENLIGHTENMENT

COURSE LEARNING OBJECTIVES COVERED

- Analyze the evolution of the various modes of human expression.
- Explain how historical and social contexts influence human expression.
- Analyze how the humanities express social needs and values.
- Identify and analyze universal themes reflected in the humanities.

TOPICS COVERED

- The Baroque Style
- The English Compromise
- The Enlightenment
- The Neoclassical Style

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Bishop, Chapters 10 and 11.	No	4 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Enlightenment."	Yes	N/A
Analysis: Submit the analysis titled "Paintings in the Baroque Time."	Yes	3.5 hr
Research: Submit the research titled "The Baroque and Enlightenment Period."	Yes	3.5 hr
Project: Continue work on Project Part 2.	No	5 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 6: THE REVOLUTION AND INDUSTRIAL AGE

COURSE LEARNING OBJECTIVES COVERED

- Analyze the evolution of the various modes of human expression.

- Explain how historical and social contexts influence human expression.

- Analyze how the humanities express social needs and values.

- Identify and analyze universal themes reflected in the humanities.

- Recognize evolving perceptions of the humanities over time.

TOPICS COVERED

- Revolutions and Right

- Music and Dance in the Romantic Age

- Materialism and Progress

- Music and Modernity

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Bishop, Chapters 12 and 13.	No	4 hr
Lesson: Study the lesson for this module.	No	1.5 hr
Discussion: Participate in the discussion titled "Materialism in the Industrial Age."	Yes	N/A
Analysis: Submit the analysis titled "Impact of Nationalism on 19th-Century Music."	Yes	2.5 hr
Project: Submit Project Part 2.	Yes	2 hr

Total Out-Of-Class Activities: 10 Hours

EVALUATION AND GRADING

EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Discussion	15%
Research	30%
Analysis	30%
Project	25%
TOTAL	100%

GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE		PERCENTAGE
A	(4.0)	90–100%
B+	(3.5)	85–89%
B	(3.0)	80–84%
C+	(2.5)	75–79%
C	(2.0)	70–74%
D+	(1.5)	65–69%
D	(1.0)	60–64%

F	(0.0)	<60%

LEARNING MATERIALS AND   REFERENCES

REQUIRED RESOURCES

COMPLETE TEXTBOOK PACKAGE

- Bishop, P. E. (2014). *Adventures in the human spirit (7th ed.). Upper Saddle River, NJ:* Prentice Hall.

RECOMMENDED RESOURCES

- <u>Books and Professional Journals</u>
  - Barnet, S. (2007). *A short guide to writing about art. Upper Saddle River, NJ: Prentice Hall.*
  - Cumming, R. (1995). *Annotated art: The world's greatest paintings explored and explained. London: Dorling Kindersley.*
  - Janson, H. W. (1995). *History of art (5th ed.). New York: Abrams.*
  - Sadie, S. (Ed.). (1988). *The Norton/Grove concise encyclopedia of music. New York: W.W. Norton.*
  - Wickham, G. (1985). *A history of the theatre. London: Phaidon Press.*
- <u>ITT Tech Virtual Library</u> (accessed via Student Portal | <u>https://studentportal.itt-tech.edu</u>)
  - <u>Basic</u> Search>
    - Bardsley, S. (2007). *Women's roles in the Middle Ages. Westport, Conn: Greenwood Press.*
    - Bleiberg, E. I., Evans, J. A, Figg, K. M., Soergel, P. M., & Friedman, J. B. (Eds.). (2005). *Arts and Humanities through the Eras. Detroit: Gale.*
    - Cooper, R. N. (2013). Balance: The economics of great powers from ancient Rome to Modern America. *Foreign Affairs, (6).*
    - Cyrus, C. J., Weiss, S. F., & Murray, R. E. (2010). *Music education in the Middle Ages and the Renaissance. Bloomington: Indiana University Press.*
    - D'Angour, A. (2013). Plato and play: Taking education seriously in ancient Greece. *American Journal of Play, 5(3), 293-307.*
    - Guerrieri, P. M. (2014). World history through European Colonial architecture. *World History Connected, 11(1), 12.*

- Hunter, W. (2014). Poetry and Sociality in a Global Frame. *College Literature, 41(4), 129.*
- Jones, N. F. (2008). *Politics and society in Ancient Greece. Westport, Conn: Praeger.*
- Kennicott, P. (2012). The intriguing mystery of Michelangelo's David-Apollo sculpture. *The Washington Post.*
- Kettering, S. (2008). Favour and patronage: Dancers in the court ballets of early Seventeenth-Century France. *Canadian Journal of History, 43(3), 391-415.*
- Oksuz, A. A., & Sagdic, Z. (2014). Sacred place and architecture relation in Islamic religion: Building of sacredness in ottoman mosques in 16th century. *International Journal of Academic Research, 6(3), 28-39. doi:10.7813/2075-4124.2014/6-3/A.5*
- Pommerening, T., & Imhausen, A. (2010). *Writings of early scholars in the ancient Near East, Egypt, Rome, and Greece: Translating ancient scientific texts. Berlin: De Gruyter.*
- Rosenstock, B. (2007). Leo Spitzer and the poetics of Monotheism. *Comparative Literature Studies, 44(3), 254-278.*

INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lessons and examples. Your progress will be regularly assessed through a variety of assessment tools including discussion, research, analysis, and project.

OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the "Course Outline" section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

INSTRUCTOR DETAILS

Instructor Name	
Office Hours	
Contact Details	

(End of Syllabus)