

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: HUM 2230

COURSE TITLE: Humanities: Mainstreams of Cultures, 15th to 20th Century

PREREQUISITE(S): Satisfactory score on reading and writing placement tests

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course consists of the study of life and creative expressions in Europe from the Medieval/Renaissance to the 20th century as surveyed through the interrelationships of the visual arts, music, literature, philosophy, and social history. The course provides transition between the study of the early and the modern cultures focusing on the European Renaissance, Enlightenment, and 19th century as they relate to other world developments. This course includes reading and writing competencies.

SUGGESTED TEXT(S): Main texts vary due to the interdisciplinary approach. Materials are generally available as either:

- A. integrated texts incorporating representative samples of disciplines
- or
- B. separate volumes for disciplines included in the course

Cross & Lamm, Humanities in Western Culture, Vol. II., McGraw-Hill Book Company Current Edition

SUGGESTED TEXT(S): (continued)

Matthews/Platt, Western Humanities, Vol. II.
McGraw-Hill Book Company, Current Edition

Cunningham/Reich, Culture and Values, Vol. II.
Harcourt Brace & Company, Current Edition

Benton/DiYanni, Arts & Culture, Vol. II., Prentice-Hall,
Current Edition

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)
Spring Term, 2005 (20052)
Fall Term, 2006 (20071) (was HUM 2236)
Spring Term, 2007 (20072) - Gordon Rule
Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS

Rationale: HUM 2230 is a continuation of HUM 2210. The course provides transition between early cultures of the ancient world and the contemporary period.

Intent: Time allocation and sequences of the following topics will be arranged to reflect each professor's particular strategies and method of organization. However, the instructional components reflect the following faculty and administrative consensus:

A. While the study concludes with the end of the 19th Century, the course examines the impact of the periods surveyed with regard to other world developments in the present century.

B. For individuals who will not have taken HUM 2210 and/or those who will not continue with HUM 2250 the course provides appropriate transitional material to ideas and trends of the 20th century.

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHINQUE

APPROXIMATE NUMBER OF
CONTACT HOURS PER TOPIC

Suggested distribution of course topics:

I.	The nature of the humanities	2
II.	The interaction of <i>Classical</i> and <i>Gothic</i> cultural antecedents on the Renaissance	3
III.	The Renaissance and the Reformation	12
	Ideas and experiences contributing to the early Renaissance; contrasts between <i>Medieval</i> and Renaissance attitudes and views; definition of renaissance	(6-7)
	The Italian Renaissance and its impact upon Europe; arts, letters, social developments; the reformation and its implication on arts, letters and social developments	(6-7)

COURSE TOPICS: (CONTINUED)

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUEAPPROXIMATE NUMBER OF
CONTACT HOURS PER TOPIC

IV.	Baroque rationalism and the implications of the Enlightenment	9
	Artistic and social developments leading to the baroque; baroque arts and ideas leading to the Enlightenment	(4-5)
	First half of the 18th century, historical impact of revolution, triumph of science and the ideal of reason; impact on arts and letters and social implications	(4-5)
V.	19th Century Romanticism	6
	Social and philosophical foundations of Romanticism as expressed in literature. The impact of the ideas of philosophers such as Kant, Rousseau and others on the writings of Goethe, Wordsworth, Byron, Poe and other romantic writers is considered	(2-3)
	Romanticism in the plastic arts. Goya, Gericault, Delacroix, Turner, Constable, Pugin and others are treated to show how romantic notions are embodied in their works.	(2-3)
	Romanticism in music. The works of Beethoven, Chopin, Liszt, Wagner, Donizetti, Verdi, or whomever, may be considered to show how works that were written for the concert hall rather than the salons, called for augmented volume and range, utilized virtuoso pieces for single performance, and were highly expressive and original, were characteristic.	(2-3)
VI.	Cultural developments in the middle and late 19th century: Realism and beyond realism	6

COURSE TOPICS: (CONTINUED)

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUEAPPROXIMATE NUMBER OF
CONTACT HOURS PER TOPIC

Realism in literature and painting.
After a treatment of the social and political conditions that led to the development of realism, a particular author or several authors are considered to show what constituted 19th Century literary realism. Such artists as Courbet, Daumier, Corot, may serve to illustrate the development in painting.

(3-4)

Impressionism and post-impressionism.
The birth of Impression and subsequent reactions culminating in the post-impressionistic period are studied in painting, sculpture, literature, and music.

(3-5)

VII. Summary and overview of later global developments; transitional material for Humanities 2250; highlights of tensions in the age of technology as reflected in the arts

3

VIII. Tests/Quizzes

4

MULTIPLE ASSIGNMENTS

"Multiple assignments" is defined as the students' ability to demonstrate mastery of college level writing skills through successful completion of substantial writing assignments integrated within the curriculum of the designated Gordon courses.

TYPES OF ASSIGNMENTS

HUMANITIES

Essays	Journals
Process Papers	Case Studies
Reports	Think Pieces
Written Examinations	Reviews
Research Papers	Interviews
Discussion Question Responses	

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HUMANITIES

Evaluation of competency in college-level writing skills shall be based on students' ability to complete a writing assignment that demonstrates a proficiency in:

- Clearly defining a central idea or thesis
- Providing adequate support for the central idea or thesis
- Organizing clearly and logically
- Writing using the conventions of standard written English
- Submitting an assignment using the appropriate format as required by the Professor



Florida State College
At Jacksonville

Course Learning Outcomes & Assessment

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1 COURSE PREFIX AND NUMBER: HUM 2230	SEMESTER CREDIT HOURS (CC): 3 CONTACT HOURS (NCC): _____
COURSE TITLE: Humanities: Mainstreams of Cultures, 15th to 20th Century	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input checked="" type="checkbox"/> Humanities	

Section 4

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively

Section 5	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
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Section 6

Name of Person Completing This Form: _____ Date: _____

SECTION 7 MUST BE COMPLETED FOR ALL GENERAL EDUCATION COURSES.

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	X		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	X			Curiosity and openness to new ideas	X		
• Comprehends the workings and interrelations of personal, business and government economies		X		Recognition of one's own creative potential		X	
• Comprehends political, social and economic systems and their effects upon society		X		Acceptance of and respect for differences among people and cultures	X		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	X			Civic Engagement			X
• Comprehends the historical development of the arts and sciences	X			Lifelong Learning		X	
• Comprehends religious and cultural systems and their effects upon society	X						
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development		X					
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures		X					
• Comprehends the factors that promote physical, mental and social well-being			X				
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences			X				
• Comprehends the breadth, significance and development of the mathematical sciences			X				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment		X					

Name of Person Completing This Form: Dana Thomas

Signature: _____ Date: 11/8/02

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Rev 12/10/02

SECTION 7 MUST BE COMPLETED FOR ALL GENERAL EDUCATION COURSES.

<i>Section 7</i>	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
KNOWLEDGE							
E. Global and Historical Knowledge & Understanding				Intellectual honesty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curiosity and openness to new ideas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends the workings and interrelations of personal, business and government economies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recognition of one's own creative potential	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Comprehends political, social and economic systems and their effects upon society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Civic Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Comprehends the historical development of the arts and sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lifelong Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
G. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the factors that promote physical, mental and social well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
H. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Section 8	
Name of Person Completing This Form: <u>Beverly Winters,</u> <u>Cynthia Groves</u>	Date Completed: <u>09/24/2004</u>