

Course Syllabus- Survey of Humanities

Course Description The Survey of Humanities course introduces students to the concept of humanities. We will compare several different eras of history; how art, literature, music, philosophy, architecture, politics, and religion differ from one era to the next; and the influences those ideas and beliefs have had on history. We will begin with a comparison of ancient Greece and Rome, move through the Middle Ages, to the Renaissance, then to the Baroque, Rococo, and Romantic eras and end here in the United States during the time of the Civil War.

Course Objectives Students will gain an understanding of major historical eras of the Western world in terms of politics, literature, music, and art. They will also learn to interpret the arts as well as compare and contrast pieces from various eras. The following historical eras will be reviewed:

- Ancient Greece
- Ancient Rome
- The Six Major World Religions
- Medieval Era
- Renaissance
- Baroque
- Rococo
- Romantic Era

Students will specifically be introduced to:

Unit	Subject Areas
1	<ul style="list-style-type: none"> • How to interpret art • How to interpret music • How to read literature • Humanities • Art and Society of Ancient Greece • Ancient Greek Philosophers • Homer and the Heroic Age • Early Greek Literature • Music and Dance in Early Greece • Ancient Greek architecture
2	<ul style="list-style-type: none"> • The importance of Rome • The Etruscan Influence • The Republic • Julius Caesar • Marc Antony • Cleopatra • Ancient Roman art

	<p>Ancient Roman literature Virgil (Aeneid) Horace (Odes) Marcus Aurelius (The Meditations) Ancient Roman music and dance End of the Roman Empire Ancient Roman architecture</p>
3	<ul style="list-style-type: none"> • The six major world religions • Fundamentals of Buddhism • Fundamentals of Christianity • Fundamentals of Hinduism • Fundamentals of Islam • Fundamentals of Judaism • Fundamentals of Taoism • Compare and contrast each of the religions in terms of beliefs regarding: • Angels • Baptism • Creation • Death • Evil • God • Heaven • Hell • Prayer
4	<p>what the Middle Ages were when Middle Ages took place how the people in the Middle Ages lived the dominant art forms of the Middle Ages: Gothic, Romanesque, and Byzantine architecture of the Middle Ages Medieval history King Arthur Charlemagne music of the Middle Ages literature of the Middle Ages Song of Roland Divine Comedy art of the Middle Ages Scholasticism Francis of Assisi Thomas Aquinas</p>
5	<p>What the Renaissance was When it occurred the Renaissance view of man</p>

	<p>the Renaissance view of art the Renaissance view of politics the Renaissance view of literature the Renaissance view of music Botticelli da Vinci Durer Michelangelo Raphael Titian The Medici Family Shakespeare Hamlet The Praise of Folly The Prince Martin Luther Pope Leo X Pope Julius II The Reformation</p>
6	<ul style="list-style-type: none"> • Counter-Reformation • Caravaggio • Baroque sculpture • Baroque architecture • Bernini • Baroque Art • Baroque Literature • Baroque Music • El Greco • Velazquez • Vermeer • Rembrandt • Opera • Bach • Galileo • Descartes • Don Quixote • Paradise Lost
7	<p>Age of Enlightenment Rococo Art Classical Music Mozart 18th Century Literature Jonathan Swift Voltaire</p>

	French Revolution American Revolution
8	<ul style="list-style-type: none"> • Romanticism • Kant • Hegel • Schopenhauer • Marx • Beethoven • Schubert • Chopin • Goya • Goethe • Wordsworth • Shelley • Keats • Dickens • Tolstoy • Emerson • Thoreau • Whitman • Dickinson • Hawthorne • Melville • Winslow Homer

Textbook(s) This course is not textbook dependent.

Course Outline

Unit	Topic	Activities
1	Ancient Greece	Learning Outcomes Interest / Attitude Interview Lectures: <ul style="list-style-type: none"> • The Arts • How to Look at Art • How to Listen to Music • How to Read Literature • Art and Society in Early Greece • The Philosophers of Ancient Greece

		<ul style="list-style-type: none"> • Aristotle • Socrates • Plato • Early Greek Literature • Music and Dance in Early Greece • Ancient Greek Architecture • Homer <p>Assignments:</p> <ul style="list-style-type: none"> • Art Interpretation • Interpreting Literature • Interpreting Music and Dance <p>Major Writing Assignment:</p> <ul style="list-style-type: none"> • Who, Me? A Philosopher? <p>Reading Assignments:</p> <ul style="list-style-type: none"> • The Iliad • The Odyssey <p>Extra Credit:</p> <ul style="list-style-type: none"> • Lyric Poetry <p>Discussion</p> <p>Quiz</p> <p>Course Project Part I</p>
2	Ancient Rome	<p>Learning Outcomes</p> <p>Introduction to Rome:</p> <ul style="list-style-type: none"> • "Now We Are Free" <p>Lectures:</p> <ul style="list-style-type: none"> • The Importance of Rome • The Etruscans and Their Art • The Republic • Julius Caesar • Cleopatra

		<ul style="list-style-type: none"> • Ancient Roman Music • Ancient Roman Literature • Ancient Roman Art • Roman Architecture • Pompeii <p>Assignments:</p> <ul style="list-style-type: none"> • Interpreting Music • Interpreting Literature • Art Interpretation • Your Choice Architecture Assignment <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Aeneid <p>Discussion</p> <p>Quiz</p> <p>Course Project Part 2</p>
3	World Religions	<p>Learning Outcomes</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction to the Six Major World Religions • Christianity • Islam • Hinduism • Buddhism • Judaism • Taoism • Early Christian Art • Early Christian Architecture • Early Christian Music <p>Assignments:</p> <ul style="list-style-type: none"> • Research Project • Art Interpretation • Interpreting Music • Your Choice Research Project

		<p>Discussion</p> <p>Quiz</p> <p>Course Project Part 3</p>
4	Middle Ages	<p>Learning Outcomes</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Charlemagne the Ruler • Education During the Time of Charlemagne • Music of the Middle Ages • Literature of the Middle Ages • Art of the Middle Ages • Gothic Art • Romanesque Art • Byzantine Art <p>Assignments:</p> <ul style="list-style-type: none"> • Interpreting Music Assignment • Interpreting Literature Assignment • Art Assignment: Illuminations <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Song of Roland • Divine Comedy • Canterbury Tales <p>Discussion</p> <p>Quiz</p> <p>Midterm</p>
5	Renaissance	<p>Learning Outcomes</p> <p>Lectures:</p> <ul style="list-style-type: none"> • The Medici's • Humanism • Renaissance Literature • Shakespeare • Music in the 15th and 16th Centuries • The Popes and the Arts

		<ul style="list-style-type: none"> • Raphael • Michelangelo • da Vinci • Titian • Durer • Martin Luther <p>Assignments:</p> <ul style="list-style-type: none"> • Interpreting Literature • Interpreting Music • Art Interpretation (Compare and Contrast) • Your Choice Art Assignment <p>Major Writing Assignments:</p> <ul style="list-style-type: none"> • Renaissance Essay • Renaissance Writing Assignment <p>Reading Assignments:</p> <ul style="list-style-type: none"> • The Prince • The Praise of Folly • Hamlet <p>Discussion</p> <p>Quiz</p> <p>Course Project Part 4</p>
6	Baroque	<p>Learning Outcomes</p> <p>Lectures:</p> <ul style="list-style-type: none"> • The Counter Reformation • Galileo and Descartes • Baroque Sculpture and Architecture • Caravaggio • Rembrandt • El Greco • Velazquez • Vermeer • Versailles • Baroque Music

		<ul style="list-style-type: none"> • Baroque Literature <p>Assignments:</p> <ul style="list-style-type: none"> • Art Interpretation • Interpreting Music • Interpreting Literature <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Don Quixote • Paradise Lost <p>Discussion</p> <p>Quiz</p> <p>Course Project Part 5</p>
7	Rococo	<p>Learning Outcomes</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Age of Enlightenment • Rococo Art • Neoclassical Art • Classical Music • Mozart • 18th century Literature • French Revolution • American Revolution <p>Assignments:</p> <ul style="list-style-type: none"> • Art Interpretation • Interpreting Music • Interpreting Literature <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Gulliver's Travels • Candide <p>Discussion</p>

Grading Policy

		<p>Quiz</p> <p>Course Project Part 6</p>
8	Romantic	<p>Learning Outcomes</p> <p>Lectures:</p> <ul style="list-style-type: none"> • The Romantic Era • Philosophy • Romantic Era Music • Beethoven • Goya • Winslow Homer • 19th Century Literature • 19th Century American Literature <p>Assignments:</p> <ul style="list-style-type: none"> • Interpreting Music • Art Interpretation • Interpreting Literature <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Communist Manifesto • Anna Karenina • The Scarlet Letter • Tale of Two Cities <p>Discussion</p> <p>Quiz</p> <p>Final Exam</p> <p>Final Project</p>

Grading Scale	
Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

**Course
Expectations**

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
 - A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
 - The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
 - The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
 - Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.
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1. Students are expected to review the assigned materials by the assigned due dates.
2. Students are expected to actively participate in all Discussions.
3. All coursework must be typed and submitted in a Word document.
4. Students are expected to turn in quality work which, in addition to meeting content requirements, is grammatically correct and free of spelling errors. (Poor grammar and/or spelling will result in a reduction in the overall grade for the assignment.
5. Each student will complete a multiple choice mid-term and final examination.
6. Students are encouraged to challenge the correctness of specific examination questions by stating the question number, the answer they believe is correct and specific reference to justify their answer.
7. Students will be held accountable for all information and materials presented in class.
8. Students are expected to turn in all work on the date it is due.
9. Late work will be accepted only in the case of an emergency and only if an agreement has been made previously with the instructor.
10. Any other late work will be penalized and result in a markdown of the grade for the assignment.
11. Students are expected to familiarize themselves with the National University Virtual High School policies on plagiarism, cheating, and other academic dishonesty, as well as the penalties as found in the Student Handbook.

General Policies

Ethics: Ethical behavior is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Technology: Students are expected to be competent in using word-processing, spreadsheets, and presentation software in this course. Use of the Internet and email is required.

Academic Integrity: Ethical behavior in the classroom is required for every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Diversity: Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity.

Disability: National University Virtual High School complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to documented disability, please contact the main office at 858-642-8824. Information received by this office is confidential and is only released on the 'need-to-know' basis or with your prior written consent.

Parent Participation Parents are encouraged to follow student progress. They can preview the lessons, check their child's work and view his/her grade. Parents will be notified three times during the course of their child's progress. Parents, and students, can contact the instructor at any time and receive a response within twenty-four hours.

ESLRs NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts

2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
 2. Understand the range of local and international issues facing today's global community
 3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
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