

# HUM 2211: The Foundations of the Humanities—Ancient-Medieval Worlds

Reference #197878



## **Class meetings:**

Mondays and Wednesdays 2:00-3:15pm  
South Campus, Room M-2106

Instructor: Stephanie Galloway Hayward, M. A. R., Yale Divinity School  
Bachelor of Arts in Music and Humanities, F.S.U.

Office phone: (904)646-2360

Office: M-2242 (upstairs M-2 building, behind elevator in faculty alcove)

Office Hours: 3:30-4:30 P.M. on Mondays

10:00-11:00 A.M. on Tuesdays, Wednesdays, and Thursdays

2:00-3:00 P.M. on Tuesdays and Thursdays

3:30-6:30 P.M. on Wednesdays

and Fridays 12noon-1 P.M.

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## **Syllabus**

\*For the official course description as per the college catalog go to: <http://www1.fccj.org/curriculum/>

\*Prerequisites for this course are English Composition classes.

**Introduction:** Welcome to this study of the Foundations of the Humanities! We will be learning about the folk of earlier times and the quality pieces of art, philosophy, and literature they left to us. Since much of this history is “uncovered” by archaeologists rather than merely read by historians, cultural evidence will be found in examples of public architecture, fresco wall paintings, and tombs in addition to writings of the Classical and Medieval worlds. This interdisciplinary study of the fine arts may allow students to understand the consciousness and possible purposes of our ancestors.

The focus of the class will be to expose great Western achievements from the ancient world up until C.E.1300; nevertheless, research into parallel non-Western developments will be undertaken by each student. In addition, experiences at local, live spaces/events (e.g. the Cummer Gallery of Art and Gardens) will allow first-hand knowledge of ancient-medieval artifacts and an understanding of what is happening in the local, national, and international arts today.

## **Aims and Expectations:**

Upon successful completion of this course you will have:

1. basic knowledge of artistic periods (Ancient, Classical, and Medieval) in various cultures and from various disciplines (e.g. visual art, music).
2. knowledge concerning historical developments, major political and social movements, and philosophical teachings of the West.
3. a deeper perspective on today’s artistic creations and creators as realization of their future impact is gained.
4. bibliography skills from conducting proper research into non-Western ideas and/or further research into text’s subject matter.
5. experience in the cultural world of Jacksonville and its environs.

In order to achieve aim #1 and #2, you are expected to learn and retain some basic information—names, dates, and titles of works, terminology, definitions, and so forth. When you are tested on these, assessment can be based on whether you are right or wrong.

There are several ways to demonstrate your accomplishment of aim #3—that is to reveal to your instructor that you have pondered some complex ideas. You will participate in class

discussion, write well-researched assignments and conceptual essays, and succeed on quizzes. For aims #4 and #5, you will work hard outside of class and “show and tell” (not read) in your oral group presentation and written individual reviews.

*nota bene:* Current events will be studied as the course term progresses; therefore, students should read daily newspapers. Each week different students may (as a bonus) sign up for purchasing the Sunday NY Times to share the following week. Our academic adventure will be exciting if we share good resources (e.g. books, websites, newspapers, magazines, etc.). Reviews of cultural events here at school or in local venues will allow reflection on what is happening in the fine arts today and how this can affect us.

### **Requirements and Course Outline**

Two required texts: (any edition will do although the 5<sup>th</sup> edition is in the campus bookstore)

- 1) The Western Humanities, Volume I, editors: Roy T. Matthews and F. DeWitt Platt.
- 2) Readings in Western Humanities, Volume I, editors: “Matt/Platt”

Writing requirement: To succeed with a transferable grade (A, B, or C), each student must write, as required by the State of Florida’s “Gordon Rule”, 3500 words to prove basic literacy and communication skills. These words will be accomplished by your success with two or more cultural reviews, in-class quizzes and take-home assignments, summaries and bibliographies for the project.

Grading: This class will mandate study outside of class meeting times. Students earn a certain letter grade by accomplishing two or more reviews during the term, by achieving certain grades on the required writings and quizzes/final exam; and by strong, intelligent participation in class discussion and research.

If no official withdrawal is accomplished then you will receive an ‘F’ or ‘NA’ (a grade of Non-Attendance--given to students who do not attend the first three days of term) or an ‘FN’ grade (i.e. "Failure due to Non-attendance") will be given if three unexcused weeks or more are missed of class time.

The “I” grade is awarded to those students who accomplish 75% of work and then develop difficulty in finishing. Submit written requests with thorough explanation regarding needs for an “I” a week before grades are posted.

Drop deadline with full refund: **Tuesday, September 7th**

Final withdrawal date: **Monday, November 8<sup>th</sup>**

### **Grade Determination:**

--up to 500 points: *Three Testing Opportunities and One Group Research Project*

The ability to define terminology, to analyze readings, and give detailed identifications of art/music examples will be needed. Opportunities will be given on September 29th, October 27th, and December 8th. The projects will be explained in detail in a future hand-out but basically they involve oral presentations together as a group beginning November 15th. A sign-up sheet will be passed around in class and you will be placed in a group or you may find your own. Groups can have no more than three people. Oral presentations will be timed at 5 minutes per group member (i.e. 15 minutes per group). Make-up opportunities are given to excused folk (try to call before, during, or within 3 days after project or testing opportunity is given to have excuse verified by instructor) but the make-up can only count for 80% of the possible 100 points.

--1000 words of your Gordon Rule requirement will come from the group project

*bibliography and speech summary/reasons for choice discussion.*  
*--300-500 words will come from Opportunity Essay Questions.*

*nota bene:* Students may bring general dictionary/speller to aid construction on in-class tests.

Of course, cheating and plagiarism (ALL SOURCES MUST BE GIVEN CREDIT) are not allowed in my courses; please see page 432 of the 2003-2004 F.C.C.J. catalog for the official honor code.

Laptops and recorders are welcome in class.

--up to 300-500 points: **Cultural Reviews**  
(see "Information Required for Reviews" at the end of this document)

If you earn an average of 90% or above from the three testing opportunities, a final grade of 'A' can be achieved by attending 8 or more "live events" (4-5 are to be here at FCCJ and the other 3-4\* will be local or within a year) and writing about 4 or more live events—due a week after attendance (no more than 2 in finals week).

\*Requirement: Cummer Gallery of Art or Harn Gallery, Gainesville.

If you earn an average of 80% or above from the three testing opportunities, a final grade of 'B' can be achieved by attending 5 or more "live events" (3-4 from FCCJ, others\* in town or within a year) and writing about 3 or more live events—due a week after attendance (no more than 1 in finals week).

\*Requirement: Cummer Gallery of Art or Harn Gallery, Gainesville.

If you earn an average of 70% or above from the three testing opportunities, a final grade of 'C' can be achieved by attending 3 or more "live events" (1-2 from FCCJ, others\* in town or within a year and writing about 2 or more live events—due a week after attendance (no more than 1 in finals week).

\*Requirement: Cummer Gallery of Art or Harn Gallery, Gainesville.

*\*\*1000 or more of your words gained here (at least 2 reviews at 500 words each)*

Preparation assignments may be written out or a daily journal will be kept to finish 3500 word [~700 words or less] requirement. Students will keep track of their own word count by recording number of words written at the end of each assignment or writing.

--5 hours of community service is mandatory for any student wishing to receive a grade of C or better. Possible service opportunities will be announced in class and others must get approval from instructor. Proof of hours worked will be needed in a written form with supervisory signature/phone # or email.

A 500-word essay describing the experience will be due three weeks before the end of the term. See instructor\*\*\* or instructor's homepage: <http://www1.fccj.org/sgallowa> (link to "charity ideas") for places to help.

Attendance will be taken daily and more than 3 unexcused absences will drop your grade by a letter unless make-up assignments\*\* (see the end of this document) are completed.

There are many opportunities in our city to help and serve others. Professor Galloway volunteers with the fine organization in town entitled, First Coast No More Homeless Pets, Inc. (FCNMHP). This group works to help find homes for abandoned pets living at present at Jacksonville's Animal Care and Control Center (2580 West 1st Street, Jacksonville, 32254, (904)630-2489) and/or to

walk/pay attention to the puppies, dogs and cats people have made homeless. Aggressive spay/neuter programs and adoption visibility is helped by you all. Link to LandollSE@aol.com for more information re: animals. Many other service organizations exist in town; such as, Habitat for Humanity (Habijax), the Schulzbacher Center for the Homeless, BEAKS, BEAM, aiding underprivileged children, nursing homes, hospice, etc.

\*\*\*To have your charity approved, speak to Professor Galloway after class or during office hours.

## *Course Outline:*

This defines subject matter in order and gives you your reading assignments, due dates, and test opportunity dates. Keep this document all term.

### Monday, August 30th:

"What are the humanities? Are they significant for study?  
Why do humans create works of art?"

Read Introduction (pp.xvii-xxxi) and Chapter 1 (pp.1-29) in the Matthews/Platt secondary text.  
In class: complete index cards that record phone numbers, email addresses, and biographical information. Begin to search for appropriate cultural events/books/research for reviews.

### September 1st & 8th:

"The Ancient World: Mesopotamians, Egyptians, and the Hebrews"

Read Chapters 1 & 6a (pp.145-156) in Matt/Platt.  
In *Readings*, read pp. 1-14, 18-21, 30-33, and pp.139-155.  
cf. Flood narratives of The Epic of Gilgamesh and Genesis 6-9 from Hebrew Bible

### September 13th & 15th:

"Introduction to Minoans and Mycenaeans"

Read Chapter 2 (pp.31-38) in Matt/Platt.

Complete a review. Suggestions: The Cummer Gallery and Gardens at 829 Riverside Avenue; Riverside United Methodist Church, Riverside Baptist, Riverside Baptist; Jacksonville Symphony Orchestra, Atlantic Beach Experimental Theatre (ABET), Players-by-the-Sea, Theatre Jax, FCCJ artist series, etc. If possible note how the event/structure/gallery connects to our class studies. Give your opinions about the work rather than facts that can be found in any book.

### September 20th:

"Archaic Greeks, Homer, and Sappho"

Read the rest of Chapter 2 (pp.38-53)  
Read Homer in the Reader. (pp.35-53)  
Read Sappho in the Reader. (pp.54-55)

*Preparation Assignment:* Archaic, Hellenic, Hellenistic Contrast Paper

September 22nd & 27th: On September 27<sup>th</sup>, class will attend Mark Stefanick talk in Wilson Center or the Socrates Café at 12 noon (U-152)

"Hellenic or Classical Period and Hellenistic Period"

Remember to determine your 5 or more hours of charity work.  
Provide class assistance for bonus or attend a significant current film.  
Begin non-Western project (i.e. choose your discipline, period, and place); see instructor if you need placement in a group of folk  
Read Chapters 3 & 4 in Matt/Platt secondary text. (pp. 55-107)  
Read Sophocles, Plato, Aristotle, & Epicurus (pp. 57-75; 82-89, 92-94, 99-101)

**Wednesday, September 29th: “First Testing Opportunity”**

October 4th:

“Greeks or Romans?”

Prepare your reasons for being Hellenic Greek or Roman Republican--20 points of 2nd Opportunity

Read Chapter 5 (pp. 109-142) in Matt/Platt.

\*Complete a review: Remember you may substitute two important pertinent films as one review—this may be done only two times during term—other film reviews can add 5-10 bonus points to an Opportunity.

October 6th & 13th: (go see *Calle Sur* play music in the Café, 10/6, 11am-Noon and/or Dennis Biddle (Negro League Baseball Player), 10/12, Noon, U-152)

"Rome: Republic to Empire to Fall"

Read Chapter 6 and 7a (pp. 157-177) in Matt/Platt.

Read Vergil, Ovid, and Marcus Aurelius (pp.110-118; 123-126; 134-138)

Read St. Augustine from the Reader (pp.166-171)

October 18th & 20th: "Christianity and the Greek New Testament"

(Socrates Café, October 20<sup>th</sup>, 12noon-2pm Wilson Center)

("True Colors" Seminar in Wilson Center, 12noon, 10/21)

Read Chapters 6 and 7 (pp. 145-200) of Matt/Platt.

Read Matthew selections and I Corinthians epistle (pp.156-160) in Reader.

Complete a review (3 must be in for each 'A' student by this week)

October 25th:

"Byzantine World, Islam, and the Early Middle Ages"

Read Chapter 8 in Matt/Platt. (pp.203-225)

Read Einhard, Beowulf, Qu’ran, and Rumi (pp.183-185, 186-188, 194-198, 213-217)

**October 27th: “Second Opportunity”**

*For 21 bonus points attend the FCCJ Medieval/Renaissance Festival at Kent Campus {3939 Roosevelt Boulevard}, you can go throughout the day—9am-2:30pm--2 hours required for 21 points—strive to go during the performance by La Dolce Vita call Prof. Ohayon, at 381-3691 for more information or email her at joahyon@fccj.edu.*

November 1st & 3rd:

"High Middle Ages: Romanesque and Gothic Cathedrals & Illuminated Manuscripts"  
(Socrates Café, November 3<sup>rd</sup>, 12noon-2pm, Wilson Center)

Read Chapter 9 of Matt/Platt. (pp.227-260)

Read St. Thomas Aquinas and Hildegard of Bingen in Reader (pp. 234-235, 247-251)

November 8th & 10th, "Dante, Giotto, and the Proto-Renaissance"

Read Chapter 10 of Matt. /Platt (pp. 263-278, 283-286, 292-295)

Read Dante in the Reader. (pp.236-246)

November 15th through December 1st: Presentations and Final Opportunity Review

(Let us go see Tony Strafford, Yeoman Warder at the Tower of London talk November 17<sup>th</sup>, at 12noon, Wilson Center—highly pertinent; thus, worth 7 bonus points on 3<sup>rd</sup> Opportunity!)

**December 8th: Final Opportunity.**

(Socrates Café, December 8<sup>th</sup>, 12noon-2pm, Wilson Center)

All students must sit for the final testing opportunity to exit this class with a passing grade.

Reviews may be submitted in class or by my office door (M-2242)--none later than December 15<sup>th</sup> at 2pm.

Helpful Hints:

To connect with FCCJ Libraries: [www.fccj.edu/library](http://www.fccj.edu/library) (this link hits all state universities and public libraries)

To connect with FCCJ: [www.fccj.edu](http://www.fccj.edu)

Etiquette

While waiting for class to begin, please work with groups or read texts/notes. Be respectful of one another and your professor. Cellular phones and noisemakers should be put on pager/silent mode during class. Reviews are to be conducted on events you stay through in their entirety. You will earn a failing grade if you do not attend with grace.

**Information required for the Cultural Reviews**

For these reviews you will accomplish 400 or more words by noting your opinions about a community cultural event. Excellent students will attend eight or more events during a term and pen brilliant newsworthy reviews which "take the reader with you" to the show. Identify 8 (for intense, interested, and determined students), 6 (for very good, busy students), or 4 (for average or hectic-schedule students) events to attend during the term in the local area or a travel area from this term or from up to three months ago. Try to go to diverse programs where you have never been before. It can be a musical program, an art exhibit, a play, an architectural work, or a research project (if research-oriented, there must be 700-1000 words; at least 3 proper sources (no encyclopedia) and exact reference notes (parenthetical, footnotes, or endnotes).

All students must submit six cultural reviews of at least 400 words to receive a grade in this class. All Humanities classes at FCCJ are Gordon Rule writing requirement classes; therefore,

a minimum of 3500 words must be written for grades of 'C' or better. The majority of these words will be written for the reviews and the remaining 1100 words will be accomplished by your tests and assignments.

1. Cultural reviews are to be written about live, local events attended within the term of the class. The only exceptions would be for trips overseas or far away within the past year—these should be approved by your instructor. Appropriate events would be art museums, plays, musicals or musical/dance programs, or architectural works. Ideally, the material for your community cultural event MUST have been created or at least influenced by ancient or medieval ideas. Once you have attended a cultural event, write at least 400 words (and no more than 900) about it as follows:

Try to attend a cultural event from each of the categories described below:

- A. If you go to a musical program, include the following: the date you attended, a ticket of admission, and a program; be sure to discuss the instruments used (including vocal parts); type of music played; composers represented; and how the audience reacted to the music. Also answer the following questions: Does the music represent any cultures we have studied or will study? Include anything else that you wish.

(INCLUDE SPECIFIC EXAMPLES by title and composer FROM THE CONCERT)

- B. If you go to an art exhibit, include the following: The date you attended and a receipt/ticket. Pick anywhere from 3-8 works (paintings, sculptures) to discuss. Take careful notes about what you see at the museum so that you can be detailed in your review. Remember to record your initial reactions to each work, why you chose it, etc. Discuss the media represented (sculpture, painting, etc.); types of materials used within each medium (e.g. oil, watercolor, mosaic, bronze, etc.); style and artist(s) represented. Also, describe the most notable group of works in exhibit, or which is your favorite? What's the response of other spectators... what are they doing, going up close to the work or are they standing back from it? What are they saying about it? : Do the pieces represent any cultures we have studied or will study? Include anything else that you wish.

(BE SURE TO INCLUDE SPECIFIC EXAMPLES FROM THE ART EXHIBIT)

*note bene:* The Cummer Gallery/Gardens at 829 Riverside is ideal for HUM 2211—be sure to include the ancient and medieval works (1000 B.C.E.-C.E. 1400) and the English and Italian Gardens.

- C. If you go to a dramatic performance (e.g. play, musical, dance), discuss the following: The main characters and their importance; type/form of presentation (e.g. opera in 3 acts); style and date of original script; brief summary of plot and theme; the role of music, if any; the response of others in the audience; and props and stage setting. Did you like or dislike the performance? Why or why not? Did it arouse any particular feeling in you? : Does the music represent any cultures we have studied or will study? Include anything else that you wish.

(BE SURE TO INCLUDE EXAMPLES FROM THE PLAY)

- D. If you go to an architectural structure, discuss the following: Original purpose for the building and if it's still in use; materials used; date of the building, does it belong to a particular style of period; and the name of the architect, if possible. Can you see the influence of any surrounding buildings? Do you like or dislike the building? Why? Is the building influenced by the Greeks? the Romans? Is it Neo-Classical? Or Romanesque?

Gothic? Does the building have ancient ties? Include anything else you wish. Photographs or sketches of the building would be a good addition.

2. You may also do an “inside FCCJ” cultural event in which you attend a musical concert, an art exhibit, a play or a humanities lecture that is given at our college. In writing this review you may use the same criteria as in #3. Make a statement concerning your reaction to the event and its relation to this class. This should involve personal interpretations. Acknowledge all sources used or you will be guilty of plagiarism.

*n.b.* Take this sheet with you to the event or note its questions before you go.

In addition to reviews above, all students must research and with a group make a 3-7 minute oral presentation concerning a non-Western culture. Each student will choose one place outside the West, research its cultural creations, find outstanding creations from the discipline that is most interesting to the student, and then make clear to the class what was parallel in date in the West—or connect somehow to our Western studies. Groups will be required to provide visual or aural aids and/or hand-outs. Each student will compile five to ten facts concerning the culture of their choice—match up with group members who wish to work with the same geographical area. Please research with three or more sources and avoid encyclopedia use. Three students will be in each group and you will have a maximum of 7 minutes per member (for cathedral/manuscript **and** Non-Western ideas); sign-up sheets will come around for choice of presentation date.

\*\*To make up an absence a student can accomplish any of the following before the middle of the term:

- A) recite a poem we are studying in class before the class
- B) be the expert on a piece of literature, an artist, work of art, music, etc. that we are studying by reading three outside sources and providing seven “new” facts (i.e. beyond our Matt/Platt text’s information)
- C) 5 or more extra community service hours
- D) 2 outside films in pertinent subject
- E) full reading of primary text—oral interview with Professor required
- F) 2-3 hours every two weeks for humanities “internship”\*
- G) letter to local, state, or federal politicians
- H) extra cultural review

(any of these listed above A-G substitute for a review)

\* Interns will devote 1-5 hours per week during instructor’s office hours or as homework. Tasks include scholarly research via texts/net; errands on campus and in the local area; field trip organization; Microsoft Word and Publishing documents; mass emailing/phone calling; office filing/organizing, etcetera.