

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

HUM 17 - Comparative European Studies

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level IV

Transfer Status: CSU/UC

51 hours Lecture

This course is a study of the development of European identities, belief systems, philosophy, art, architecture, music, science, and systems of government. It examines Western Europe after the fall of Rome, focusing on cultural contributions of the Germanic Kingdoms, feudalism, the Catholic Church, the High Middle Ages and the crisis of the 14th century, the early Renaissance, and the Reformation. The course provides a comparative evaluation of how European traditions and perspectives came to influence the world of ideas. Graded only.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify the broad geographical, religious, intellectual, and political patterns that developed in Europe during the historical period, including religion and its political influence, notions of the individual both politically and culturally, and distinctions and changes in the modes of art and architecture.
- B. Explain the similarities, differences, and interrelationships between specific European societies, and identify their social, political, and cultural legacies.
- C. Find, evaluate, and interpret primary and secondary source materials, and from them formulate and communicate defensible interpretations of European traditions and perspectives and their influence on the world of ideas.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Introduction to the Humanities	2.00
2. Introduction to the Middle Ages	2.00
3. Feudalism	4.00
4. Monasticism and the Church	4.00
5. Rites and Rituals of the Middle Ages	4.00
6. Chivalry and Medieval Literature	3.00
7. Myth and Its Cultural Significance	3.00
8. The Transformation of Europe in the 14th Century	4.00
9. Reflections of Death in Art and Literature	3.00
10. The Renaissance	4.00
11. Philosophy and Humanism	3.00
12. Renaissance and the Arts	3.00
13. The Reformation	3.00
14. Dynastic Monarchy	3.00

15. Diversity in the Arts	3.00
16. Shakespeare and English Drama	3.00
Total Hours	51.00

IV. **METHODS OF INSTRUCTION**

- A. Lecture
- B. Collaborative Group Work
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Multimedia Presentations
- G. It is expected that a major part of the homework time will be spent in the reading and study of primary documents, secondary sources, course readers, textbooks, literature.

V. **METHODS OF EVALUATION**

- A. Exams/Tests
- B. Oral Presentation
- C. Projects
- D. Journal
- E. Written Assignments
- F. Class Discussion
- G. A minimum of 1500 written words is required.

VI. **EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
 1. Read *William Marshal: The Flower of Chivalry*, by Georges Duby. Be prepared to address questions showing how this author reveals the concepts of Chivalry and the political system of Feudalism during the life of the 1st Earl of Pembroke.
 2. Read the play *Everyman*, reflecting on how the Black Death and the Church impacted the lives of all persons living during that period. Be prepared to discuss at length during the next class session.
- B. Writing Assignments
 1. Using the primary sources *Good Works* and *The 95 Theses*, by Martin Luther, write a three-page essay in which you respond to the following: What is the historical context of the period? Who is the author and what is the author's bias? What type of documents are these? What segment of the population is the author attempting to reach and why? What are the story lines of each document? And lastly, what stands out as particularly meaningful and how has Luther's message impacted the world as a whole?
 2. Write a three-page essay on the image of your choice from *The Woodcuts of Hans Holbein the Younger*, addressing the following questions: What is the historical context of the period being discussed? What is the topic of the Woodcut? Who is the author? What is the author's bias and how is it revealed? Who is the intended audience? What is the significance and purpose of the image? In what ways does the image reveal notions and beliefs regarding death during this historical period? What does this reveal about the historical period?
- C. Out-of-Class Assignments
 1. Choose a rule from your reading of *The Rule of Saint Benedict*. After watching *The Making of a Medieval Manuscript*, create your own manuscript page. Incorporate the rule into your example of a manuscript page, using the illustrations from *The Book of Kells* as your guide. Submit your illustrated manuscript page along with the required explanation

- sheet, and be prepared to share with the class the design you have chosen, as well as the meaning and the importance of the rule, showing how it applies to Monastic Life.
2. Visual Essay Project: You have been assigned an artist; place a large image of your artist at the center of your page. Surround your artist with 15 images of her/his work, providing the title of each piece. Be prepared to share and discuss your visual essay with your fellow students. Also, submit a two-page paper discussing your artist.

VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Thompson, K. F. Classics of Western Thought Series: Middle Ages, Renaissance, and Reformation. 4th Edition. Cengage Learning, 1988.
- B. Perry, M. Sources of the Western Tradition, Volume I: From Ancient Times to the Enlightenment. 9th Edition. Cengage Learning, 2014.
- C. Greer, T. & Lewis, G. A Brief History of the Western World. 9th Edition. Wadsworth-Cengage Learning, 2005.

Materials Other Than Textbooks:

- A. Literature, instructor packets.

Created/Revised by: Heidi Anderson

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