DRAFT Table of Course Objectives, Module Objectives, Activities, & Assessments

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| GLOBAL OUTCOMES | COURSE OBJECTIVE | MODULE-LEVEL OBJECTIVES | ACTIVITIES | ASSESSMENTS |
| * CRITICAL THINKING * CRITICAL ANALYSIS * WRITING * CULTURAL UNDERSTANDING/ COMPETENCY * INFORMATION LITERACY * TECHNOLOGICAL PROFICIENCY | 1. Evaluate, through critical thinking skills, the worth and value of both esoteric and broad-spectrum themes/ideas in art, music, philosophy, history, religion, politics, and theatre.  2. Analyze the cultural relevance of key themes in the humanistic evaluations of art, music, philosophy, history, religion, politics, and theatre.  3. Examine historical phenomena across a broad spectrum of time, and be able to identify some of the core chronological influences upon the western world.  4. Communicate effectively about many different cultural experiences of humans across historical and geographical boundaries.  5. Identify commonalities in human expression and the human experience which transcend historical and geographical boundaries.  6. Examine the ways social and cultural mores impact human experiences at the levels of both the individual as well as the group. | **Module One: Introduction and Early Humanity**  *At the end of this module, students should be able to:*  · Define the basic concepts of biological evolution, pursuant to living organisms.  · Identify the rudimentary phases of human evolution and define the process of change which has guided human ancestry from the most recent hominin split.  · Distinguish between the core definitions and basic functions of adaptation and mutation.  · Identify key cultural indicators such as art, writing, rituals, and religion and describe how and when in human ancestry these indicators appeared.  · Describe the impacts of permanent settlement on the progression of human cultural development, citing specific examples of place, time, and event.  **Module Two: Old Dead Greek Dudes and Western Intellectual Traditions**  *At the end of this module, students should be able to:*  · Identify and describe the major contributions of at least five early Greek philosophers.  · Discuss the convergent factors which coincided prior to the Hellenistic period of ancient Greece which allowed technology and intellectualism to flourish.  · Describe the evolution of theatre, discussing the transition from musical religious ritual into staged storytelling/acting.  · Identify the major elements of ancient Greek life, including politics, economic structure, philosophies, religion, and education.  · Analyze the significance of the contributions of ancient Greek technologies and writings in relationship to the development of Western culture.  **Module Three: Early Religion**  *At the end of this module, students should be able to:*  · Identify key elements of Judaism, Christianity, and Islam including mythos, historical origins, and key historical figures.  · Identify the similarities and differences between Judaism, Christianity, and Islam.  · Describe the cultural transition from polytheistic theologies into monotheistic systems.  · Describe the origins of patriarchy, and discuss the relationships between patriarchy, culture, and major world religions.  · Analyze the major contributions of the early religions in establishing moral codes in societies.  **Module Four: Medieval Europe**  *At the end of this module, students should be able to:*  · Identify the similarities and differences between ancient Greek and Medieval European systems/methods of philosophy.  · Discuss the major contributions of at least 5 Medieval philosophers/theologians.  · Compare and contrast the lifestyles/social structures of rural, agrarian villages versus trade-based urban ports.  · Describe the political, religious, social, and educational elements which contributed to the unique “dark ages” descriptions of the Middle Ages.  · Identify key political struggles of the Middle Ages, including the Crusades and the Spanish Inquisition.  **Module Five: Reformation and Renaissance**  *At the end of this module, students should be able to:*  · Distinguish between the key events/significant people of the Protestant Reformation and the Italian Renaissance.  · Identify the convergent factors of the 1300’s and 1400’s which led to the success of the Protestant Reformation in the 1500’s.  · Describe the key social, educational, and philosophical elements of the Italian Renaissance.  · Identify the major teachings/contributions of at least 3 historical figures relevant to the Protestant Reformation and Italian Renaissance.  · Describe the foundations of early feminist scholarship of the Italian Renaissance.  **Module Six: The Baroque**  *At the end of this module, students should be able to:*  · Discuss the key events of the Catholic Church’s Counter-Reformation of the 1500’s and 1600’s.  · Compare and contrast the core elements of Catholic versus Protestant Baroque.  · Identify key advances in musical theory, composition, and performance demonstrated by Baroque musicians.  · Describe the lifestyle, religion, and politics of 17th century Netherlands provinces.  · Discuss the methods and works of at least 3 key artists of the Baroque period.      **Module Seven: The Romantic Era**  *At the end of this module, students should be able to:*  · Identify key technological innovations of the Industrial Revolution.  · Analyze the social impacts of technological progress on emerging industrialized societies of the 18th and 19th centuries.  · Discuss emerging Romantic Era philosophies and their causes/impacts, such as transcendentalism and realism.  · Identify the primary contributions/works/cultural significance of at least 3 Romantic Era artists and musicians.  · Describe key people and events of the modern feminist movement of the 19th century.  **Module Eight: American Civil War**  *At the end of this module, students should be able to:*  · Describe the impacts of photographic technology during the Civil War on American society/culture.  · Analyze the socio-cultural relevance/meaning of selected Civil War literature and poetry.  · Identify the key political, socio-cultural, and emotional causes of the Civil War.  · Describe the impacts of religion and musical heritage relative to slave culture in the American South.  · Discuss themes of colonization, describing key colonizing relationships of North-South and South-Slave.  **Module Nine: Toward the Modern**  *At the end of this module, students should be able to:*  · Discuss the philosophical foundations of and key contributors to existentialism and symbolism.  · Describe the transition from still photography into motion pictures, including key technological innovations and social significance.  · Identify the key socio-economic transitions/systems of the early 20th century.  · Analyze the impacts of socio-economic transitions on emerging art movements of the early 20th century.  · Discuss the relationships between emerging communication technologies of the 20th century and issues of media censorship. | * Read materials and articles about evolution and key archaeological or anthropological finds * Read materials and resources about early religious traditions in human history, including comparative resources to non-monotheistic traditions * Read materials about ancient Greek life and the origins of philosophy * Watch selected videos * Read materials about Medieval life in Europe * Read materials about the Renaissance and Reformation * Watch selected videos * Read materials about the Baroque period * Review artistic materials * Read materials about the Romantic Era and the Age of Industry * Read articles about era literature * Read materials about the Civil War * Review poetry and photographic information * Review selected era music * Read materials and articles related to the transition to the modern era * Watch selected video clips | * Weekly Discussion Forums * Weekly Module Reflections * Weekly Module quizzes * Final “Capstone” project |
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