

Common Course Outline

HUM 204

Artifacts of Culture: Enlightenment/ 18th Century Topics

1 to 3 Semester Hours

The Community College of Baltimore County

Description

Artifacts of Culture: Enlightenment/ 18th Century Topics

Provides an intensive study of a single masterpiece, theme, or movement of world art, music, literature or architecture; focuses on topics drawn from cultures of the Enlightenment era and the eighteenth century.

Overall Course Objectives

Upon completion of this course students will be able to:

1. develop and apply critical and analytical skills to cultural studies
2. detail and analyze comparatively selected relevant cultural artifacts
3. analyze selected relevant cultural artifacts in their cultural contexts, synchronically and diachronically
4. recognize and describe the relevant influences that shape cultural production, including factors of race, class and gender
5. view cultural artifacts with a more sophisticated intellectual appreciation
6. analyze critically the formal qualities and characteristics of selected cultural artifacts
7. assess the different cross-currents of cultural influences that have shaped cultural production in different historical and geographical milieux
8. develop a greater openness to different cultural criteria of beauty and significance
9. produce a careful and thoughtful scholarly or creative project with written and oral components
10. recognize, analyze and assess the historical importance of selected relevant cultural artifacts
11. recognize and describe the impact and influences of enlightenment and 18th century cultural production on contemporary American and world culture

Major Topics

Depending upon the specific modules offered

I. Evolution and development of literary forms in the given cultural context, in a comparative perspective.

II. Evolution and development of artistic and musical forms in the given

cultural context, in a comparative perspective.

III. Evolution and development of musical and theatrical forms in the given cultural context, in a comparative perspective.

IV. Formation and role of individuals or groups crucial to cultural production in a given context.

V. Relationship of selected relevant cultural artifacts to other manifestations of the given societal context: political, economic, religious, recreational.

VI. Concepts and vocabulary relevant to the academic study of a given cultural context.

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Course Requirements

1. Regular and punctual attendance and active participation in class
2. Written essay-style examinations
3. Reading and writing assignments
4. Annotated scholarly or creative project with written and oral components

Other Course Information

Artifacts of Culture modules are team-taught interdisciplinary courses in humanities, each devoted to the intensive study of a single masterpiece, theme or movement of world art, music, literature, or architecture. First implemented with the support of a National Endowment for the Humanities program grant, and subsequently selected as one of 13 nationally selected Exemplary Humanities Programs for Adults, Artifacts of Culture was named to the Honor Roll of Outstanding Ideas and Achievements (1987) by the Maryland State Board for Community Colleges, and selected as Distinguished Instructional Program by the Maryland Association for Higher Education (1992). The program is of special interest to those returning to college primarily for purposes of personal enrichment and intellectual stimulation

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in a growth of knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career, and as an informed and concerned citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending class, completing all homework and other assignments, participating in class activities, and preparing for tests.

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A series of team-taught, interdisciplinary courses in humanities, each devoted to the intensive study of a single masterpiece, theme, or movement of world art, music, literature or architecture; the Humanities 204 sequence focusses on topics drawn from cultures of the Enlightenment era and the eighteenth century. Each semester different course modules may be offered, of from one to three semester hour credits, depending upon topic and duration of course module. following is a sample course outline for a one credit module on "Colonial Cultures of the Southwest."

This course is a study of the multi-ethnic, multi-cultural realities of the area of what is now the Southwestern United States, from the time of the first contact of the indigenous Native American peoples with Europeans in the sixteenth century, through the period during which this area was part of colonial New Spain and then of Mexico, to the period of war with the United States and Anglo domination. The course will begin with analysis of the earliest contact narratives, first the extraordinary account of Cabeza de Vaca, and then accounts by Friar Marcos de Niza, and the various accounts of the Coronado expedition. The second and third week will focus on the period of encomenderos and missionaries, 1542- 1680, and will explore how and why Juan de Onate planted a settlement among the Pueblos of New Mexico in 1598, after previous attempts had failed; the competition among Hispanics for Indian labor; the methods and results of Franciscan endeavors to supplant the traditional religions with Christianity. Documents studied will include Fray Estavan de Perea's Relacion and the Royal Order of 1620 to Estavan; selections from Marc Simons, The Last Conquistador: Juan de Onate and the

Settling of the Far Southwest; and Ramon Guitierrez, When Jesus Came, the Corn Mothers Went Away. The last two weeks of the course will bring the historical story up through the 18th and early 19th centuries, with discussion of the Spanish-Pueblo War, 1680-98, focusing on the roles of Pope and of Diego de Vargas and the "reconquest," culminating in the battle for Santa Fe and the subsequent uneasy coexistence of Hispanos and Pueblo as compadres and vecinos, through the period of union of Mexico and New Mexico in 1821, and eventual domination by Anglo-Americans. Secondly, the final weeks will focus on colonial-era arts of the Southwest, including mission architecture and Christian art, and secular colonial architecture and decorative arts. The course will conclude with a retrospective analysis of the "Spanish frontier" in what is currently the U.S. Southwest, focusing on the impact of the Spanish on North American Indians and their environment, and the reciprocal impact of the American environment and of Native American culture on Spanish life and institutions, and the interactions of both these cultural realities with the new factor of contact with Anglo culture.