



SYLLABUS

Humanities 2020
Spring 2026, Session A
Section D9427

Instructor	Chris Paris, Ph.D
Office	Online
Phone	270-836-8002
Email	cparis@pensacolastate.edu
Office Hours	Mondays, 6-7 pm Central
Department Head	Mr. Scott A. Schackmann
Department Head Office	Pensacola Campus, Building 14, Room 1461A
Department Head Phone	850-484-1118
Department Head Email	sschackmann@pensacolastate.edu
Last Date of Drop/Add	January 15
Last Date for Student to Withdraw	April 6
Final Exam Dates	May 3 – May 7
Class Meeting Time	Online
Class Location	Online
Prerequisite	None
Course Description	An introduction to the study of the humanities, including philosophy, literature, and the arts. Examines cultural achievements from the Ancient World to the Contemporary Era. Meets AA general education, Humanities.
Credit Hours	3 credit hours
Semesters Offered	Fall, Spring, Summer
Course Designations	Meets AA General Education Core
General Education Core Course Standard	Per Florida Statute 1007.25 , “Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.”

Required Textbooks and Instructional Materials	<p>No textbook required;</p> <p>Humanities 121 Textbook. Humanities 122 Textbook.</p> <p>Textbook and other assigned readings available in Canvas.</p> <p>Zero Textbook Cost (ZTC)</p> <p>The educational materials used in this course, including textbooks and ancillary materials, are intended for educational purposes only. All opinions represent those of the author(s) and not necessarily those of Pensacola State College or the instructor.</p>
Course Learning Outcomes	<ol style="list-style-type: none"> 1. Identify various works depicting painting, sculpture, architecture and relate them to various cultures and time periods. 2. Recognize certain works in poetry, literature, music, and philosophy and relate them to various schools and time periods. 3. Evaluate the significance of the humanities to both individuals and society.
General Education Student Learning Outcomes	<ol style="list-style-type: none"> 1. Critical Thinking: The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions. 2. Communication: The student effectively communicates knowledge and ideas. 3. Cultural Literacy: The student demonstrates an understanding of human culture.
Student Assignments, Assessments, and Grading Calculation	

Reading Assignments:

Humanities 121

“Early Civilizations” (chapter 1)
“Egypt” (chapter 3)
“Bronze Age Greece” (chapter 4)
“Hellenistic Tradition” (Chapter 5)
“Roman Civilization” (Chapter 6)
“Constantine” (Chapter 7)
“Byzantine Style” (Chapter 8)
“Islam” (Chapter 9)
“Romanesque Age (Chapter 10)
“Gothic Style” (Chapter 11)
“Analysis & Reference Documents” (Chapter 12)

Humanities 122 Textbook, Medieval Era to the Enlightenment

“Chapter 2”
“Chapter 4”
“Chapter 3”
“Chapter 5”
“Chapter 6”
“Chapter 8”
“Chapter 9”
“Chapter 10”
“Chapter 11”

“Extraordinary Partnerships Introduction”
“Prehistoric Art Kahn Academy”
“Smarthistory guide to Ancient Near Eastern Art: Mesopotamia”
“Western Civilization - A Concise History - Volume 1-Mesopotamia”
“Royal Standard of Ur Kahn Academy”
“Genesis 6_9-9_17 NIV - Noah and the Flood.pdf”
“The Epic of Gilgamesh_The Flood.pdf”
“Ancient Egypt Khan Academy”
“Great Drama Oxford History of the Classical World”
“Athletics Oxford Classical Dictionary”
“Judeo-Christian Tradition Information Packet”
“The Great Mosque of Córdoba”
“Introduction to the Middle Ages”
“Workshop of Campin, Annunciation Triptych (Merode Altarpiece)”
“The Protestant Reformation”
“Cranach, Law and Gospel (Law and Grace)”

Assignments (Discussions, Matching Terms, Analysis & Writing)	25%
Analysis Assignment, Impact Assessment: Ancient Disaster: An Eyewitness Account For this assignment, you will be writing an analysis of a letter written by Roman citizen Pliny the Younger who provides an account of the 79 CE destruction of the Roman city of Pompeii by the eruption of the nearby volcano Vesuvius (near present-day Naples). Buried by pumice and ash, Pompeii was a "lost city" until rediscovered in the 1700s. For 200 years archaeologists have uncovered this buried treasure trove of architecture, art, and the relics of day-to-day lives of the Romans..	
Analysis Assignment, Comparing & Contrasting: 2 Floods The story of a great flood devastating the land and wiping out most people and animals appears in many cultures. For this assignment we will be looking at one of the oldest versions, from the Epic of Gilgamesh , and one of the most well-known versions, from Genesis and comparing and contrasting them. The Epic of Gilgamesh dates as far back as the 1700s BCE, but the version that has the most complete account of the flood dates to between 1300 and 900 BCE. Genesis dates to between 500 and 200 BCE.	
Analysis Assignment, Impact Assessment: Trojan War The story and literature associated with the Trojan War are among the most influential and impactful in the Western world. For this assignment, you will be looking at the impact and influence of the Trojan War on ancient art, literature and culture and on modern art, culture and literature. You will be looking for examples of this influence. You will find 3 ancient examples of this influence, and 3 modern examples of this influence	
Analysis Assignment, Impact Assessment: Actors & Athletes Many of the aspects of modern drama (including movies and television shows) as well as modern athletics have roots in ancient Greece. For this assignment, you will be comparing aspects of ancient Greek athletics and drama with modern aspects of drama. For drama see: Greek Drama Oxford History of Classical World.pdf For athletics see: Athletics Oxford Classical Dictionary.pdf	
Analysis Assignment, Comparing & Contrasting: Byzantine Art & Classical Roman Art When Constantine made the conversion to Christianity and moved the capitol of the Roman empire from Rome to Byzantium, this was just one of many changes. While Byzantine and Roman art did share a number of similarities, there were also numerous differences. In this assignment, you will be looking at pieces of Byzantine and Roman art to compare and contrast them. For each question, you will be looking at 1 Byzantine piece, and 1 Roman piece. There are 6 questions 4 with pieces to examine and 2 with questions about your conclusions overall. Each question about the pieces has a link in it to a page with the images side by side (and labelled).	

<p>Analysis Assignment, Comparing & Contrasting: Byzantine/Islamic Art & Medieval Art</p> <p>The split of the Roman empire to a western and eastern empire had profound affects on the creative elements of the time period. The eastern empire would become the Byzantine empire, while the west would become the various medieval kingdoms. During this time, Islam would also appear and exercise significant impact and influence on contemporary culture. While Byzantine and Islamic art did share a number of similarities with that of the rest of Medieval Europe, there were also numerous differences.</p> <p>In this assignment, you will be looking at pieces of Byzantine and Islamic art to compare and contrast them with some from the rest of Medieval Europe. For each question, you will be looking at 1 Byzantine piece, 1 Islamic piece, and 1 Medieval European piece. There are 5 questions, 9 with pieces to examine and 2 with questions about your conclusions overall. Each question about the pieces has a link in it to a page with the images side by side (and labelled).</p>	
<p>Analysis Assignment, Impact Assessment: Beowulf</p> <p>As the oldest surviving work of literature in the English language, <i>Beowulf</i>, has been quite impactful in the development of literature in the English-speaking world. It contains many of the typical elements of a hero story and is an ancestor of the fantasy genre. For this assignment, you will be looking at the impact and influence of <i>Beowulf</i> on English literature and culture in its own time as well as in modern times.</p>	
<p>Analysis Assignment, Impact Assessment: Middle Ages Life & the Black Death</p> <p>The Late Middle Ages saw the end of the Crusades, but certainly not of war and suffering. The Hundred Years War, the fall of Constantinople and other violent conflicts would shape the future of Europe and the Western World. Humanity would endure one of the worst plagues in recorded history, the Black Death. Roughly half of Europe and around 20% of the world's population perished. The dire circumstances were reflected in many cultural elements of the time period. Yet from all of this darkness emerged the Renaissance and the seeds of the modern world were sown.</p> <p>In this assignment, you will be looking at the impact of the calamitous events of the Late Middle Ages on both contemporary and later culture. These videos will provide more information (transcripts are also available):</p> <p>Dante -The Divine Comedy The Black Death</p>	
<p>Analysis Assignment, Impact Assessment: The Italian Renaissance</p> <p>In Italy, the conditions were ripe for a 'renewal' or Renaissance. The artist and thinkers turned to the past of Classical Greece and Rome to guide their creativity. Although strongly influenced by the works of the ancients, the works of the Renaissance had their own uniqueness and importance. In this assignment, you will examine how Renaissance creators drew from the Classical period and how the Renaissance itself shaped the coming periods and modern times.</p>	
<p>Analysis Assignment, Comparing & Contrasting: The Italian Renaissance & The Northern Renaissance</p> <p>The Renaissance was not just in Italy. It occurred in northern Europe, particularly the Low Countries (Belgium, Holland, Netherlands, Luxembourg), at the same time. One of the artistic trends was portraiture. Nobles and the wealthy would</p>	

<p>commission artists to paint portraits of them. In this assignment you will be comparing and contrasting portraiture of the Renaissance in Italy and northern Europe.</p>																	
<p>Analysis Assignment, Impact Assessment: The Protestant Reformation & Counter-Reformation Undoubtedly one of the most impactful events in the Western world was the Protestant Reformation. Its impacts and ramifications are still being felt today. It, and to a lesser extent, the Catholic Counter-Reformation, certainly impacted art. In this assignment, you will be looking at that impact.</p>																	
<p>Analysis Assignment, Impact Assessment: Humanism & Exploration The many discoveries made from the 1400s through the 1600s certainly have impacted our culture and civilization. Artistic changes of this period also had an impact on culture and civilization, although a less substantial impact. In this assignment, you will look at that impact on culture and civilization.</p>																	
<p>Quizzes</p>	<p>25%</p>																
<p>Final Exam</p>	<p>50%</p>																
<p>Total</p>	<p>100%</p>																
<p>Grading Scale</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">90%-100%</td> <td style="width: 10%;">A</td> </tr> <tr> <td>87%-89%</td> <td>B+</td> </tr> <tr> <td>80%-86%</td> <td>B</td> </tr> <tr> <td>77%-79%</td> <td>C+</td> </tr> <tr> <td>70%-76%</td> <td>C</td> </tr> <tr> <td>67%-69%</td> <td>D+</td> </tr> <tr> <td>60%-66%</td> <td>D</td> </tr> <tr> <td>0%-59%</td> <td>F</td> </tr> </table>	90%-100%	A	87%-89%	B+	80%-86%	B	77%-79%	C+	70%-76%	C	67%-69%	D+	60%-66%	D	0%-59%	F
90%-100%	A																
87%-89%	B+																
80%-86%	B																
77%-79%	C+																
70%-76%	C																
67%-69%	D+																
60%-66%	D																
0%-59%	F																
<p>Student Expectations</p>	<p>Students enrolled in this course can expect the following:</p> <ol style="list-style-type: none"> 1. clearly identified course objectives; 2. productive class meetings; 3. a positive learning environment; 4. opportunities for appropriate student participation; 5. effective instruction; 6. positive and appropriate interactions; 7. assistance with meeting course objectives during and beyond class hours; 8. evaluation of student performance and appropriate and timely feedback; 9. clear and well-organized instruction. 																

AI Statement for Writing Emphasis Courses	Because writing emphasis courses focus on the foundational skills of critical thinking, rhetorical awareness, and information literacy, the work presented by students must be original. As such, the use of generative AI for graded assignments is prohibited unless specifically authorized by the instructor. The instructor reserves the right to assign a failing grade to an assignment determined to exhibit markers of generative AI use. In such instances, the student may challenge the failing grade and is responsible for demonstrating the originality of a submitted text. Continued registration in the course will be understood as acceptance of this policy.
Academic Dishonesty Statement	Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in the course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details: Academic Integrity
ADA Statement	Students with a disability that falls under the Americans with Disability Act Amendments Act of 2008 or Section 504 of the Rehabilitation Act should contact the Student Resource Center for ADA Services to discuss academic accommodations. Appropriate academic accommodations are determined on an individual basis with careful consideration of the course learning outcomes and the documentation of the disability. For more information, students should visit the Student Resource Center for ADA Services on the Pensacola campus in building 6, room 603; call 850-484-1637; email ADAservices@pensacolastate.edu ; or complete the online intake form in the ADA Services app within the MyPSC apps dashboard.
Emergency Statement	In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.
Flexibility Statement	It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.
Non-Discrimination Statement	Pensacola State College does not discriminate against any person on the basis of race, color, national origin, sex, disability, age, ethnicity, religion, marital status, pregnancy, sexual orientation, gender identity or genetic information in its programs, activities, and employment. For inquiries regarding the College's nondiscrimination policies, contact the Executive Director of Equal Opportunity Compliance, 1000 College Blvd., Building 5, Pensacola, Florida 32504, 850.484.1759.
Security Statement	Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

Student Email Account Statement	Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.
----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------