Innovations in Humanities

Kate Zubko, HUM 124 Coordinator
kzubko@unca.edu
Humanities Program (LAC)

- HUM 124: Ancient World
- HUM 214: Medieval and Renaissance World
- HUM 324: Modern World
- HUM 414: Individual in the Contemporary World or LA 478: Cultivating Global Citizenship
HUM 124: Ancient World
HUM 124: Ancient World
HUM 124: Ancient World
HUM 124: Ancient World
HUM 124: Ancient World
Pilot Experiments 2013-2014

- Block Grant Team with 2 Goals:
  1) Diversify Content
  2) Diversify Pedagogical Approaches
- Meet 210 minutes per week
- 3 HUM 124 Instructors and 3 Consultants
- 3 Pilot Courses Taught in Spring 2014
Experiments

- Content: Art, Artifacts, Maps, Food, Oral Cultures
- Regional areas: West Africa and Americas
- Active-Learning, “Labs” and Embedded Cultural Events
  - Science, math and technologies (e.g. steam engines)
  - Connections between Ancient and Contemporary Ideas (e.g. News Desk)
- Attended Half of the Weekly Lectures
- Thematic and Comparative Organization
Passport Model -> Thematic Model

- Week 1: Mesopotamia
- Week 2: Egypt
- Week 3: Ancient Israelite
- Week 4: China

- Week 1: Toolbox
- Week 2: Death, Afterlife and Immortality
- Week 3: Relationships between Humans and God(s)
- Week 4: Living the Good Life
Brainstorm Notes on Current “Core” from HUM 124 Faculty Meeting – 3/24/2014

Core - centrality
Foundation – architectural, structural, what to build on top of
Common – ordinary, egalitarian, shared
Minimum – texts, ideas, inclusion by choice or add-on
Canon – authority, temporal
Geological Sampling – narrow and deep

SKILLS
Adjusting to College Level Work
Being able to Talk/Debate Issues in an Academic Setting
Oral Presentation
Discussion Leadership
Critical Thinking (Inquiry ARC)
Reading/Writing Academically Analytical Skills

INTERDISCIPLINARITY
Modeling interdisciplinarity
Students – majors TBD
Open-mindedness
Materials we use in course
Mission of liberal arts/UNCA

Primary Disciplines we rely on:
*History
*Literature/Poetry/Drama
*Art History (need more help)
*Classics
*Archeology
*Religious Studies
*Role of Social and Natural Sciences?

Questions/Themes
Peg and Merritt’s SONG

Texts
Objects/Artifacts

Weekly Lecture
Remedial Work, Review Re-educate
SLOs?

What are our connections to 214, 324, 414/479?

Chronology
Geography/Maps

Own values in comparison
Contemporary world connections?
*Please circle or put an asterisk/mark by what you would note are your top 5-8 key themes

<table>
<thead>
<tr>
<th>Pilot Themes – Shared</th>
<th>Pilot Themes – Individual Sections Tested</th>
<th>Other Brainstormed Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception and Appropriation Of the Ancient World</td>
<td>Being a Bad Citizen</td>
<td>Heroism</td>
</tr>
<tr>
<td>Relationship between Humans and God(s)</td>
<td>Sacrifice</td>
<td>Social Hierarchies/Control/Class</td>
</tr>
<tr>
<td>Death/Afterlife and Quest for Immortality</td>
<td>Life Stories/Hagiographies</td>
<td>Political Power and Authority</td>
</tr>
<tr>
<td>Living the Good Life/Good Citizen</td>
<td>Gender, Family and Society</td>
<td>Duty, Loyalty, Responsibility</td>
</tr>
<tr>
<td>Science, Math and Technologies</td>
<td>Fear and the Unknown</td>
<td>Coping with Suffering/Death</td>
</tr>
<tr>
<td>Conflict, Identity and Viewing the “Other”</td>
<td>Kingship, Power and Propaganda</td>
<td>Social Justice</td>
</tr>
<tr>
<td>Ancient Foodways/Food and Culture</td>
<td>Cultural Property, Art and Architecture</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>Friendship, Love and Sex</td>
<td>Journeys/Stranger in a Strange Land</td>
<td>Relationship to Animals</td>
</tr>
<tr>
<td>War, Martyrs and Military Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human and Environment/Nature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Choose 3 of those themes to brainstorm potential current readings from the curriculum or other new possibilities that would work well to explore within that initial thematic framework

<table>
<thead>
<tr>
<th>Example:</th>
<th>Theme 1:</th>
<th>Theme 2:</th>
<th>Theme 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death, Afterlife and Immortality</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Materials:

| Popul Vuh – Underworld section | | | |
| Aeneid, Chapter 6              | | | |
| Egyptian Book of the Dead      | | | |
| Sinuhe                         | | | |
| Odyssey, Book 11               | | | |
| Aristophanes’ Frogs selection  | | | |
| Sarcophagus Cover at Pakal     | | | |

*Note any ideas about a narrative that potentially could serve to tie themes together

Example: Reception and Appropriation of the Ancient World

Possibilities: 

| | |
| | |
May 2014 Workshops

Marcus Harvey discussing Ifá divination

Brainstorming Thematic Materials

**RELATIONSHIP BETWEEN HUMANS & GODS**

- Ifá divination poetry
- Ifá tools/artifacts
- Yoruban Cosmology
- Upanisads on Brahman/Atman
- Vedic India (Later)
- Gita, II
- Ancient Israel
- COVENANT excerpts (Genesis)
- DEUTERONOMY
- Judges
- JOB
- ILIAD (OR) ODYSSEY
- GENESIS 22
- KATHA UPAANISAD

**Christianity**

**Activities/Labs:**
- Covenant exercise - 2 sides

- ART/ARCH:
  - Temple Architecture
  - Representing Gods (or not)
Themes

- Relationship between Humans and God(s)
- Death, Afterlife and Immortality
- Identity and the “Other”
- Social Justice, Wealth and Poverty
- Communication and Propaganda
- Gender
- Environment and Nature
- Living the Good Life
Key Concerns and Challenges

1) Context
Context: Video Modules

Humanities Lecture Series

Key Concept

Code of Hammurabi c. 1750 BCE

from Ancient Mesopotamia, Merritt Moseley
Video Project Summer 2014

- 19 videos by UNC Asheville Faculty
- 15-20 minutes each
- Includes maps, timeline, images and key concepts
- Content from weekly lectures and new materials
- Outlines for student note-taking
- Collaboration between Teaching and Learning with Technology Resources (TLTR), Block Grant, 10 faculty, Katie Cornell and Casey Willis
Key Concerns and Challenges

1) Context
2) Balance of Depth and Breadth
Key Concerns and Challenges

1) Context
2) Balance of Depth and Breadth
3) Chronology
Chronology

Example: Mayan Hero Twins of the Popul Vuh

Mayan Drinking Vessel, 6th-8th c. CE
San Bartolo Murals - 100 BCE
Oral Tradition dates to ?
Spanish - 17th-18th c. CE
Mesopotamia/Levant | India | China | Mediterranean | Africa | Americas
---|---|---|---|---|---
2750-2500 BCE | | | | | 
Epic of Gilgamesh | 2500-1500 | | | | 
Hammurabi’s Code | | | | | 
Abraham - 1750 | Indus Valley | | | | 
Judges - 1200-1000 | 1500-500 | | | | 
10th-6th - Zarathustra | Vedic Period | | | | 
1st Temple Destroyed - 586 | Brahmanism | | | | 
2nd Temple Built | Rig Veda | | | | 
Cyrus the Great d. 531 | | | | | 
Xerxes d. 465 | | | | | 
Maccabees | | | | | 
Hasmonenean Dynasty | | | | | 
166-63 BCE | | | | | 
Bhagavad Gita - 200-200 CE | | | | | 
Buddha - 5th c. | Four Noble Truths | | | | 
| | | | | 
Jesus d. - 30 CE | | | | | 
Letters of Paul - 50s | | | | | 
2nd Temple destroyed - 70 | | | | | 
Matthew - 80-90s | | | | | 
| | | | | 
Josephus d. 110 | | | | | 
Pliny d. 112 | | | | | 
Perpetua d. 203 | | | | | 
Apostles’ Creed - 215 | | | | | 
Nicene Creed - 325 | | | | | 
| | | | | 
4thc, CE Kalidasa | | | | | 
Shakuntala | | | | | 
Spring 2015 | | | | | 
| | | | | 
1st Temple Destroyed - 586 | | | | | 
2nd Temple Built | | | | | 
Cyrus the Great d. 531 | | | | | 
Xerxes d. 465 | | | | | 
Maccabees | | | | | 
Hasmonenean Dynasty | | | | | 
166-63 BCE | | | | | 
Bhagavad Gita - 200-200 CE | | | | | 
Buddha - 5th c. | Four Noble Truths | | | | 
| | | | | 
Jesus d. - 30 CE | | | | | 
Letters of Paul - 50s | | | | | 
2nd Temple destroyed - 70 | | | | | 
Matthew - 80-90s | | | | | 
| | | | | 
Josephus d. 110 | | | | | 
Pliny d. 112 | | | | | 
Perpetua d. 203 | | | | | 
Apostles’ Creed - 215 | | | | | 
Nicene Creed - 325 | | | | | 
| | | | | 
4thc, CE Kalidasa | | | | | 
Shakuntala | | | | | 
Spring 2015 | | | | |
Feedback and Survey Data

Focus Groups

CORE work with Faculty

Theme Workshop with Faculty

Moodle Pre-Post Surveys - Students
  Spring 2014
    3 Pilot Courses
    5 Regular
  Fall 2014 (all courses)
  Spring 2015 in process
Spring 2014 Pilot and Regular

Numerical values reflect increases between pre and post surveys
Confidence rating scale of 1-5 (not confident-extremely confident)

- Diversity: Perceived understandings of the cultural values of Africa, China, India and Greece in relation to students’ own values
  
  Regular: +1.0  Pilot: +1.2

- Critical Frameworks: Perceived ability to identify challenges and issues in analyzing ancient world materials
  
  Regular: +.7 Pilot: +.9

- Connections: Perceived ability to connect ancient ideas to the contemporary world
  
  Regular: +.6 Pilot: +.9
Spring 2014 Pedagogy Survey

How helpful were each of the following components in your learning about the ancient world... 1-5 (no help-very much help)

<table>
<thead>
<tr>
<th></th>
<th>Regular Courses</th>
<th>Pilot Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Lecture</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>3.7</td>
<td>4.3</td>
</tr>
<tr>
<td>Hands-On Activities</td>
<td>4.2</td>
<td>4.5</td>
</tr>
<tr>
<td>Video Context</td>
<td>n/a</td>
<td>3.9</td>
</tr>
</tbody>
</table>
Fall 2014 Survey Data

- All 11 sections of HUM 124
- Response Rate: Post-Survey (129)
- Pedagogy Questions
What Next?

- Connections between HUM 124, 214, 324, 414 and LA 478
- AVID - Skill-building exercises
- Free-Option Weeks - Flexibility to Experiment
- Humanities Courses in Different Stages of Experimenting - each level will develop their own plan and process
Questions?
Thank you!