



# HUMA 1301 – Appreciation of the Humanities ONLINE

Course Syllabus: 2022 Fall HUMA 1301 083 FE

*“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”*

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| Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Online  |
|--------------|--------|---------|-----------|----------|--------|---------|
|              |        |         |           |          |        | ARRANGE |

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

**Course Description:** 3 credit hours. Lecture/Lab/Clinical: Three hours of lecture each week. A survey of Western European-American culture from pre-Classical through Renaissance, focusing on representative works of art, literature, music, and philosophy. Exploration of the relationship between individual values and those of various societies, past and present, in their historical context. Participation in selected cultural events in art, music, and theatre. HUMA 1301 and HUMA 1302 need not be taken in sequence, either course meets the Humanities three hour degree requirement.

**Prerequisite(s):** none.

**Student Learning Outcomes:**

- Upon successful completion of this course, students will:
- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Articulate how these works express the values of the individual and society within an historical and social context.
- Articulate an informed personal response and critically analyze works in the arts and humanities.
- Demonstrate knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences.
- Demonstrate an awareness of the creative process and why humans create.

**Evaluation/Grading Policy:**

Your grade in this class will be determined by the following weighted categories / assignments:

- 8 Discussions 15%
- MHC Reading Quizzes / Activities 15%
- 15 (drop 3) 300-Word Reaction Papers 20%
- Virtual Arts Visit 15%
- Religion Report Essay 15%
- Exams 20%
- =100%

**Required Instructional Materials:**

**(NO NEED TO PURCHASE A TEXT AS YOUR EBOOK IS INCLUDED IN THE COST OF THE COURSE. YOU WILL HAVE ACCESS TO GETTING A REGISTRATION CODE IN BLACKBOARD IN THE START HERE FOLDER)**

Landmarks in the Humanities, 5th Edition

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**Publisher:** McGraw Hill

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**Optional Instructional Materials:** none

**Minimum Technology Requirements:** Access to a computer running Windows or Mac OS, internet access. GOOGLE Chrome browser.

**Required Computer Literacy Skills:** Basic

**Course Structure and Overview:** This class is divided into three modules. Each module will contain eBook readings, quizzes and activities on McGraw Hill Connect, class discussions, supplementary videos for each chapter, primary document readings and reactions, 3 exams, and two major writing assignments. Due dates for assignments revolve around the module start and end dates. In other words, your work for a module, including all quizzes, activities, readings, 300-word reactions, discussions, and exams, are considered late after the module ends.

**Communications:** Turnaround time for email responses (i.e. within 24 hours), stipulating if you will allow student text messages (i.e. Remind app), etc. \*Reminder: NTCC email is the official form of communication used by the college.

**Institutional/Course Policy:** You will receive 10% per day late penalty for any assignment submitted after the module end due date. NO late work can be submitted after the end of module three as the course will be closed and grades must be finalized immediately thereafter.

**NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

**Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program

of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Tentative Course Timeline (\*note\* instructor reserves the right to make adjustments to this timeline at any point in the term):** Include a course outline that lists all assignments (i.e. by week and/or chapter), due dates, test dates, notable college dates, and any other information important to the course. For hybrid courses, also note what will be completed in class versus online. It is strongly suggested that you include the date of graduation for students to see.

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**Discussion #1:** Introductory discussion: introduce yourself and discuss the values of humanities.

**Syllabus Policies Quiz:** Quiz that verifies your attendance and understanding of course policies.

**Plagiarism Quiz:** Quiz verifies you understand academic honesty and verifies your attendance.

### Module One

Chapters 1 – 8

#### ***Chapter 1: Origins: The First Civilizations***

**Read on McGraw Hill Connect SmartBook:** Chapter 1: Origins: The First Civilizations

**Complete on MHC:** Chapter 1 Practice: Ordering & Labeling

**Complete on MHC:** Chapter 1 Quiz

**Watch on Bb:** Epic of Gilgamesh (Crash Course) - <https://youtu.be/sWppk7-Mti4>

**Read on Bb:** excerpt of Epic of Gilgamesh, Book 5 (The Flood)

<http://www.aina.org/books/eog/eog.pdf>

**Write:** In no less than 300 words, compare and contrast the Genesis (chapters 6-9) flood account and the flood account from the Epic of Gilgamesh, Book 5.

#### ***Chapter 2: Classicism: The Greek Legacy***

**Read on McGraw Hill Connect SmartBook:** Chapter 2: Classicism: The Greek Legacy

**Complete on MHC:** Labeling, Ordering, & Classification

**Complete on MHC:** Chapter 2 Quiz

**Watch:** Aristotle (Aristotle & Virtue Theory: Crash Course Philosophy #38) -

<https://youtu.be/PrvtOWEXDIQ>

**Read:** "Rhetoric" Book II, Parts 1-3 <http://classics.mit.edu/Aristotle/rhetoric.2.ii.html>

**Write:** In no less than 300 words discuss the following. Based on Aristotle's view of emotion, how can someone influence a person by appealing to their emotions? Give one example from Aristotle and give one current day, real life example that validates Aristotle's claims about the power of appealing to a person's emotions.

#### ***Chapter 3: Empire: The Power and Glory of Rome***

**Read on McGraw Hill Connect SmartBook:** Chapter 3: Empire: The Power and Glory of Rome

**Complete on MHC:** Ordering

**Complete on MHC:** Chapter 3 Quiz

**Watch:** Seneca (Why Stoicism Matters) - <https://youtu.be/vOj5KLcymgA>

**Watch:** Seneca - How to Control Your Anger (Stoicism) - <https://youtu.be/sfaeD-50rMs>

**Read:** Excerpt from "On Anger" Books 1-3

**Write:** In 300 words or more: How does Seneca view anger? What kind of language does he use to describe anger? Do you agree or disagree with his view on anger? Why or why not? Reflect on a time you lost your temper and relate this experience to the concepts in Seneca's essay on anger.

#### **Discussion #2 – Stoicism**

In this discussion, we are going to talk about stoicism. Following the formatting guidelines for discussion posts, and responding to at least two other classmates in addition to your own initial

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post, answer all / any of the following to meet your word count: Do you agree with stoicism? Do you think there is any value to stoicism? Can you think of any outbursts of anger you've had where a touch of stoicism might have helped? Being that stoicism considers both outbursts of anger and joy as a loss of control, do you think stoicism would conflict with loving others?

### ***Chapter 4: Revelation: The Flowering of World Religions***

**Read on McGraw Hill Connect SmartBook:** Chapter 4: Revelation: The Flowering of World Religions

**Complete on MHC:** Chapter 4 Practice: Classification & Ordering

**Complete on MHC:** Chapter 4 Quiz

**Watch:** Christianity from Judaism to Constantine: Crash Course World History #11:  
<https://youtu.be/TG55ErfdaeY>

**Read:** Sermon on the Mount

<https://www.biblegateway.com/passage/?search=Matthew%20&version=ESV>

**Write:** The Sermon on the Mount is thought to be the basis for Judeo-Christian ethics and values in the west. In no less than 300 words, analyze this sermon by Jesus of Nazareth and identify three moral/ethical principles that seem challenging to adhere to. Explain why they are “good” to follow but share your own honest experiences about the challenges of keeping these rules. Lastly, expand upon how the three chosen moral rules from the sermon may influence the making of laws in America.

### ***Chapter 5: Synthesis: The Rise of the West***

**Read on McGraw Hill Connect SmartBook:** Chapter 5: Synthesis: The Rise of the West

**Complete on MHC:** Classification & Ordering

**Complete on MHC:** Chapter 5 Quiz

**Watch on Bb:** “The Crusades - #31” by JewishHistoryDotOrg: <https://youtu.be/Zif4W5liSoQ>

**Watch on Bb:** "Antisemitism and the Middle Ages" by Yad Vashem  
<https://youtu.be/PbTefsAGIb8>

**Watch on Bb:** “Why the Jews?: European Antisemitism” by the United States Holocaust Museum and Memorial - <https://main-assets.ushmm.org/site/ve00073.mp4>

**Read on Bb:** Medieval Sourcebook: Albert of Aix and Ekkehard of Aura: Emico and the Slaughter of the Rhineland Jews, <https://sourcebooks.fordham.edu/source/1096jews.asp>

**Write:** The slaughtering of Jews during the first Crusade is an ugly part of both Christian and Jewish history. In no less than 300 words, answer the following: Why did the Crusaders kill Jews? What did they hope to accomplish by doing so? Violent anti-Semitism happened before and after these events, so this was not an isolated event of violence. Does knowing that change your perspective on the event? Share any additional thoughts you may have on the matter.

#### **Discussion #3: Antisemitism**

Based on what you have learned during this chapter, answer one or more of the following. How have Jews been affected by antisemitism? What impact does antisemitism have on others? What is the meaning of “scapegoat”? What do people gain from scapegoating? What is the effect of hateful images and speech? Do images and words reflect existing attitudes or create them? How has antisemitism changed throughout history? What are some differences among religious, political, and racial antisemitism? Why would political or religious leaders espouse

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antisemitic ideas? How is antisemitism similar to or different from other forms of group hatred? Your initial post is 300 words, and each of your two response posts must be at least 150 words each.

### ***Chapter 6: Christendom: Europe in the Age of Faith***

**Read on McGraw Hill Connect SmartBook:** Chapter 6: Christendom: Europe in the Age of Faith

**Complete on MHC:** Chapter 6 Practice: Classification

**Complete on MHC:** Chapter 6 Quiz

**Watch:** The Five Ways (Aquinas 101) - <https://youtu.be/42Eg6UUBqqo>

**Read:** "Thomas Aquinas's Five Ways" -

<http://web.mnstate.edu/gracyk/courses/web%20publishing/aquinasFiveWays.htm>

**Write:** 300 word minimum. What are the five ways Thomas Aquinas gives to "prove" the existence of god? Which of the five ways do you find the most persuasive, which of the five ways presents the weakest argument? Lastly, comment on whether you think faith and reason are compatible. Must one abandon faith in order to live solely by reason, and must one abandon reason in order to be a person of faith? You will also discuss these same ideas in the class discussion.

**Discussion #4:** Are faith and reason compatible? Is faith totally irrational? Can a person be a person of faith and still be a person of reason? Your initial response to this prompt should be at least 300 words, and each follow up post to your peers must be 150 words.

### ***Chapter 7: Rebirth: The Age of the Renaissance***

**Read on McGraw Hill Connect SmartBook:** Chapter 7: Rebirth: The Age of the Renaissance

**Complete on MHC:** Chapter 7 Practice: Classification

**Complete on MHC:** Chapter 7 Quiz

**Watch:** Michelangelo Biography: Who Was This Guy, Really? | Art History Lesson -

[https://youtu.be/ihlqGCfD5\\_g](https://youtu.be/ihlqGCfD5_g)

**Read:** Michelangelo Buonarroti Poems: <https://www.michelangelo-gallery.com/poems.aspx>

**Write:** In no less than 300 words, choose one poem from the list of poems by Michelangelo and conduct a poetry analysis to reveal what it is you think your chosen poem is "all about."

### ***Chapter 8: Reform: The Northern Renaissance and the Reformation***

**Read on McGraw Hill Connect SmartBook:** Chapter 8: Reform: The Northern Renaissance and the Reformation

**Complete on MHC:** Chapter 8 Practice: Classification, Labeling, & Ordering

**Complete on MHC:** Chapter 8 Quiz

**Watch:** Luther and the Protestant Reformation: Crash Course World History #218 -

<https://youtu.be/1o8oIELbNxE>

**Read:** Excerpts from On the Jews and their Lies by Martin Luther -

<https://www.jewishvirtuallibrary.org/martin-luther-quot-the-jews-and-their-lies-quot>

**Write:** In no less than 300 words, detail some of the actions that Luther said should be taken against the Jews. Why did he say these actions should be taken? What impact on the Modern world (from the Reformation onward) do you think these statements had? How many of the actions Luther suggested were actually carried out by Hitler and the Third Reich?

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### Discussion #5

What theological concerns prompted Martin Luther's challenge of the authority of the Catholic Church? What specific reforms did he advocate? To what extent did Martin Luther create the Protestant Reformation? Or was he simply the right man at the right time?

### MIDTERM EXAM (Chapters 1 – 8)

#### Module Two

Chapters 9 – 15

#### ***Chapter 9: Encounter: Contact and the Clash of Cultures***

**Read on McGraw Hill Connect SmartBook:** Chapter 9: Encounter: Contact and the Clash of Cultures

**Complete on MHC:** Chapter 9 Practice: Ordering

**Complete on MHC:** Chapter 9 Quiz

**Read:** Nican Mopohua, the account of Juan Diego and the Virgen of Guadalupe, ~1560, Chapters 1-7 <https://pages.ucsd.edu/~dkjordan/nahuatl/nican/NicanMopohua.html>

**Watch:** *La Otra Conquista [The Other Conquest]*

<https://dccc.yuja.com/V/Video?v=311350&node=1529761&a=530193047>

**Write:** In no less than 300 words answer the following. Some scholars argue that the image of La Virgen de Guadalupe was invented as a strategic maneuver to win over the natives to Catholicism. What characteristics / elements / aspects of the account in Nican Mopohua would make the myth effective in this way? Why do you think the traditional saints and images of the Catholic church were ineffective at attracting the Indians?

#### ***Chapter 10: Baroque: Piety and Extravagance***

**Read on McGraw Hill Connect SmartBook:** Chapter 10: Baroque: Piety and Extravagance

**Complete on MHC:** Chapter 10 Practice

**Complete on MHC:** Chapter 10 Quiz

**Watch on Bb:** Catholic Counter-Reformation: Crash Course European History #9

[https://youtu.be/xy\\_M4pDjafo](https://youtu.be/xy_M4pDjafo)

**Read on Bb:** "Ignatius Letter to Bartolomeo"

**Write:** In no less than 300 words, reflect on what Loyola claims is Bartolomeo's problem. Based on Loyola's counsel, who does it seem Bartolomeo "blames" for his circumstances? Where does Loyola say that real change occurs? Religion aside, is there any value to this philosophy? Think of a time you were faced with modifying your behavior, to what extent did you have to change your thinking in order to change your behavior?

#### ***Chapter 11: Enlightenment: Science and the New Learning***

**Read on McGraw Hill Connect SmartBook:** Chapter 11: Enlightenment: Science and the New Learning

**Complete on MHC:** Chapter 11 Practice

**Complete on MHC:** Chapter 11 Quiz

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**Watch on Bb:** The Clockwork God: Isaac Newton and the Mechanical Universe - Professor Alister McGrath <https://youtu.be/Ecg037cBOhU>

**Read on Bb:** Excerpt from Newton's Principia

**Write:** In no less than 300 words, explain Newton's concept of deity. In the excerpt from Newton's Principia, how does he describe the Creator? Identify at least three attributes / characteristics of the Divine from the excerpt. Lastly, reflect on how Newton's theism could either impact his perspective negatively or positively.

**Discussion #6: Science and Faith** - Historically, many scientists have been deeply religious or at the very least theists. This raises some interesting questions that we are going to discuss. Plainly stated, are faith and reason / religion and science compatible? If so, how? If not, why? Can science replace religion completely? What kinds of questions do each of these spheres attempt to answer? Is there any overlap between the kinds of questions each sphere attempts to answer? Are the two fields mutually exclusive or non-overlapping? For a brief overview of the relationship between science and religion historically, watch the video below. In the talk, Dr. Ian Hutchinson, a nuclear engineer and physicist at MIT, discusses the often-tense relationship between faith and science while challenging scientism. Be civil, be thoughtful, but use critical thinking. You must post your own initial response to the prompt's questions (300 words) you must post two follow up responses to two different peers (150 words EACH).

### ***Chapter 12: Romanticism: Nature, Passion, and the Sublime***

**Read on McGraw Hill Connect SmartBook:** Chapter 12: Romanticism: Nature, Passion, and the Sublime

**Complete on MHC:** Chapter 12 Practice

**Complete on MHC:** Chapter 12 Quiz

**Watch on Bb:** *Creation* (life of Charles Darwin)

<https://drive.google.com/file/d/1HsYhN2RqprjGgPhwanuUU5RMtFWdbQCw/view?usp=sharing>

**Read on Bb:** "THAT EVOLUTION DESTROYED DARWIN'S FAITH IN CHRISTIANITY—UNTIL HE RECONVERTED ON HIS DEATHBED" - James Moore

**Write:** Charles Darwin has often been labeled as the man who singlehandedly destroyed religion and the need for god. Based on the film and the article by James Moore, discuss in 300 words what Darwin's relationship with religion, belief, and God looked like in reality. Is there anything you learned for the first time that challenged something you thought or were told about Charles Darwin?

### ***Chapter 13: Materialism: The Industrial Era, the Urban Scene***

**Read on McGraw Hill Connect SmartBook:** Chapter 13: Materialism: The Industrial Era, the Urban Scene

**Complete on MHC:** Chapter 13 Practice:

**Complete on MHC:** Chapter 13 Quiz

**Watch on Bb:** "POLITICAL THEORY - Karl Marx" [https://youtu.be/fSQgCy\\_ilcc](https://youtu.be/fSQgCy_ilcc)

**Read on Bb:** The Communist Manifesto (excerpt) by Karl Marx and Friedrich Engels

**Write:** Discuss the strengths and weaknesses of communism. What does the Communist Manifesto say about the rich (Bourgeois)? What does the manifesto say about private property? Do you agree or disagree? Why? 300 words or more.



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### **Chapter 14: Modernism: The Assault on Tradition**

**Read on McGraw Hill Connect SmartBook:** Chapter 14: Modernism: The Assault on Tradition

**Complete on MHC:** Chapter 14 Practice

**Complete on MHC:** Chapter 14 Quiz

**Watch on Bb:** *Boy in the Striped Pajamas*

[https://drive.google.com/file/d/1d8mwQUFUnARsBEqyR\\_FkVocMogONUTFy/view?usp=sharing](https://drive.google.com/file/d/1d8mwQUFUnARsBEqyR_FkVocMogONUTFy/view?usp=sharing)

**Read on Bb:** Excerpts from Borowski *This Way to the Gas Ladies and Gentlemen; The Shawl* by Cynthia Ozick?

**Write:** Many scholars argue that the Holocaust is such an abhorrent, reprehensible, absence of humanity, that it is impossible to represent the event through art, fiction, and film. On the one hand, this is a fair argument, but on the other hand, literature and film are the primary way most people are introduced to the subject. Considering the selections of Holocaust literature and film from this chapter, discuss the ways that these readings/viewings impacted you. Are you familiar with any art, literature, or film about the Holocaust? Share your experiences, or if this your first exposure, discuss/reflect on how it has made you feel and why. 300 words or more.

**Discussion #7: The Holocaust** - Many Europeans witnessed acts of persecution, including violence against Jews and, later, deportations. While few were aware of the full extent of the Nazi "Final Solution," this history poses difficult and fundamental questions about human behavior and the context within which individual decisions are made. How and why did ordinary people across Europe contribute to the persecution of their Jewish neighbors?

### **Chapter 15: Globalism: Information, Comm. & Digital Rev**

**Read on McGraw Hill Connect SmartBook:** Chapter 15: Globalism: Information, Comm. & Digital Rev

**Complete on MHC:** Chapter 15 Quiz

**Watch on Bb:** *Theory of Everything* (life of Stephen Hawking)

**Read on Bb:** "CHAPTER 12: CONCLUSION" from Stephen Hawking's *A Brief History of Time*

**Write:** In 300 words or more, discuss what Hawking says an all-encompassing theory of everything will do to the notion of god. Cite from his conclusion to *A Brief History of Time*. At one point, Hawking states, "God was confined to the areas that...science did not understand." What does he mean by this? Often people refer to the "god of the gaps (the gap in science/knowledge)," what do you think that means? Can science then, therefore, effectively close all of our gaps in our knowledge to the extent that God is no longer an explanation?

**Discussion #8: Final Discussion** – What did you enjoy most about this course? What did you not like? Is there anything that could improve this course? You don't need to respond to your peers to get full credit.

**Final Exam (Chapters 9 – 15) Due**

**Virtual Fine Arts Assignment Due**

**Religion Report Essay Due**

## Religion Report Essay

### Objective

The purpose of this essay is to present a fair and balanced report on religion where you weigh in on the subject. On one side of the aisle, there are ardent dissenters of religion such as Richard Dawkins, the late Christopher Hitchens, and Sam Harris. These voices argue that religion is evil and the source of all suffering and violence in the world. On the other side of the aisle, there are scholars such as Karen Armstrong, Alister McGrath and Jacob Neusner who argue that religion is an important and valuable force in society that has brought the world art, culture, and community. You will both present each side of the argument and state your own position.

**For this assignment, you will write a five-paragraph essay structured as follows:**

1. Introduction (includes a thesis)
2. The case for religion as evil
3. The case for religion as good
4. Your position
5. Conclusion (restate the thesis)

### Formatting Guidelines

There are a few guidelines in terms of format, and those are size 12 font, double spaced, 1" margins, and in-text citations and a reference / works cited page. You don't need to follow any particular style for documenting sources, but you must clearly document them somehow. MLA and APA are acceptable, but you can simply put online links in parentheses at the end of your quotes / paraphrasing.

### Research

In order to write this report, I suggest you research some of the names mentioned in these guidelines. A simple google search of any of the names above will give you plenty of information about what they argue / believe about religion.

### Representing Opposing Viewpoints

It is important that you **ONLY** discuss your own personal viewpoint in the **third** body paragraph. Your introduction/conclusion should be neutral, your paragraph on "for religion" should be neutral, and your paragraph on "against religion" should be neutral. Your voice should only be in that third body paragraph. The goal here is to clearly articulate opposing viewpoints with objectivity, but to also add your own subjective voice into the conversation. You are also more than welcome to argue for a both/and view in your third body paragraph. You can make the case that religion is both evil and good. Be thoughtful, critical, and civil.

## Virtual Fine Arts Visit

This assignment replaces the original Fine Arts Visit assignment.

Go to one of the following links and explore each movement. Choose **one** piece of art from **one** of the movements. Feel free to browse all three movements and the respective collections within each. **PICK ONE** art piece; pick **one** that grabs you emotionally or intrigues you.

Impressionism:

<https://artsandculture.google.com/entity/impressionism/m03xj1?categoryId=art-movement&hl=en>

Realism:

<https://artsandculture.google.com/entity/realism/m010vqr6v?categoryId=art-movement&hl=en>

Modern Art:

<https://artsandculture.google.com/entity/modern-art/m015r61?categoryId=art-movement&hl=en>

The assignment will consist of your answers to the following:

1. What movement is your piece from?
2. What years and what region does the movement exist that your piece is from?
3. Describe your chosen piece, who created it, and give a precise and concise description of all the major details, subject matter, and what it is made out of.
4. To the best of your ability, answer these questions:
  - a. Why was this piece created?
  - b. How does this piece represent the culture from which it came?
  - c. How has this piece impacted culture/society since it was created?
  - d. How did this piece impact you?

Format: No less than 500 words, make it clear where you answered all four parts, include a screenshot/image of your chosen piece, submit your work in an MS Word document.