



## **North Carolina Essential Standards**

### **Social Studies Elective**

### **World Humanities Seminar**

The humanities can be described as the integrated study of the various ways in which people, from every period of history, process and document the human experience. Since humans have been able, we have used history, philosophy, literature, religion, art, music, and language to understand and record our world. Thus, the humanities are the integrated study of the ideas and values inherent in the human journey. Humanities studies demonstrate the way that human beings historically create and share meaning as individuals, as communities, and as cultures through what they document and produce. The integrated study of the humanities offers content and skills necessary for an engaged global citizenship.

This course should begin with a focus on the ancient cultures of the Mediterranean and Europe. Classical cultures centered on Athens, Jerusalem, and Rome should be studied through the birth and evolution of the Medieval World. The rise and diffusion of Islam from the 7th through the 15th centuries should be a major theme. This course should also emphasize the study of Europe and the non-western cultures from Asia, Africa, and the Middle East from the 16th century to the modern era. The latter emphasis would be on the cultural world of the Reformation, the Renaissance and the political revolutions of the 18th and 19th centuries. Student focus could be on European colonialism and its effects, the changing role of women and work, and how the meaning of human rights has evolved over time. Course content should be studied through a contemporary global lens.

This course should be written and rationalized as a seminar experience. Thus, the skills associated with seminar participation—reading, researching, listening, speaking, questioning, interpreting, reasoning, creating—should be embedded in the standards. Through a humanities seminar students should recognize enduring human problems and become more culturally sensitive to all of humanity. Students should use their intellectual skills to inform their evolving values and recognize new understandings to guide their behavior. They should learn to effectively communicate and persuade with new knowledge and hopefully use their cognitive skills to improve their lives and the lives of others.

## World Humanities Seminar

Note on Numbering: C–Culture

<b>Culture</b>			
	<b>Essential Standard</b>	<b>Clarifying Objectives</b>	
12.C.1	<b>Understand the ways in which societies and cultures have expressed the "human ideal."</b>	12.C.1.1	Compare the various ways in which pragmatic and idealistic philosophies have addressed humanity's desire to understand life and the process of living.
		12.C.1.2	Explain how the use of heroes and heroism in the arts and literature impacts cultural understanding of the human ideal.
12.C.2	<b>Understand the views of morality within different societies and cultures.</b>	12.C.2.1	Compare enforcement of social norms and mores.
		12.C.2.2	Analyze how different societies have seen human emotions, such as desire, anger and love, as positive or negative attributes.
		12.C.2.3	Analyze how various societies have viewed violence as a creative force.
		12.C.2.4	Distinguish between the idea of romantic love and practical arrangements in marriage.
		12.C.2.5	Evaluate different societies' views on morality as either a human or divine mandate.
12.C.3	<b>Understand the ways in which societies and cultures have addressed mortality.</b>	12.C.3.1	Compare various views of mortality, through either fear or acceptance.
		12.C.3.2	Distinguish between scientific and mythologizing understandings of mortality.
		12.C.3.3	Analyze how the concepts of legacy, history and the family are influenced by a society's view of mortality and the afterlife.

		12.C.3.4	Analyze differing beliefs about death through art and literature.
		12.C.3.5	Evaluate why some societies see a dichotomy between free will and fate.
<b>12.C.4</b>	<b>Understand the interpretations of justice by different societies and cultures.</b>	12.C.4.1	Compare how different societies have understood the distinction between divine and human justice.
		12.C.4.2	Explain how some societies have viewed revenge as a method for dispensing justice.
		12.C.4.3	Deconstruct the concept of equality.
		12.C.4.4	Distinguish between unspoken mores and written laws.
<b>12.C.5</b>	<b>Understand the methods societies and cultures have used to balance individual rights and the common good.</b>	12.C.5.1	Summarize literary commentary on individual property laws in various cultures.
		12.C.5.2	Judge the concept of "the good life" in various cultures in terms of materialism, family life, spiritual, creative or emotional fulfillment and enlightenment.
<b>12.C.6</b>	<b>Understand the effects a society's environment has on its culture.</b>	12.C.6.1	Infer different society's representations of nature through art.
		12.C.6.2	Judge how the cyclical nature of seasons denotes both permanence and change and how different societies have either reconciled this contradiction or favored one view over the other.
		12.C.6.3	Critique peoples' view of nature in different societies, in terms of how it is reflected in their art, literature and philosophy.

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<b>12.C.7</b>	<b>Understand how imperialism and colonialism impacts culture.</b>	12.C.7.1	Explain the cultural impact of independence movements that resulted from colonialism and imperialism.
		12.C.7.2	Analyze the rise of economic development and disparity in terms of their cultural impacts.
		12.C.7.3	Analyze various revolutions in terms of their cultural impacts.
<b>12.C.8</b>	<b>Understand how innovations initiate cultural and ideological turning points.</b>	12.C.8.1	Evaluate innovation in terms of how it makes people less as well as more dependent upon each other.
		12.C.8.2	Compare the human quality of curiosity as both a positive and negative attribute.