I. **OVERVIEW**

The following information will appear in the 2011 - 2012 catalog

**HUMAN 101 Introduction to the Humanities**  
3 Units

*Recommended for Success:* Before enrolling in this course, students are strongly advised to be eligible for ENGL 101.

Introduction to major works of the humanities that focuses on the diversity of human experience and the relationships among arts and ideas.

Field trips might be required.  
*(A-F or P/NP - Student choice)* Lecture

**Transfer:** (CSU, UC)  
**General Education:** (MJC-GE: C) (CSU-GE: C2) (IGETC: 3B)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Critical Examination of Various Humanistic Works
      1. Humanities and the world
      2. Artistic and intellectual achievements
      3. Critical dimensions of the humanities

   B. Disciplines of the Humanities
      1. Mythology
      2. Literature
         a. Literature as history
         b. Poetry, the novel and the short story
      3. Visual Arts, Sculpture, Architecture
         a. Basic elements and styles
         b. Varieties of visual arts
      4. Music
         a. Elements and history of styles
         b. Varieties of music
      5. Theater and Musical Theater
         a. Elements and conventions
         b. History and genres
         c. Modern forms and behind the scenes

   C. Themes in the Humanities, such as
      1. Beauty
      2. Religion
      3. Death Attitudes, Life Affirmation
      4. Happiness
      5. Freedom
      6. Conflicts and Humanities
B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

   Before enrolling in this course, students are strongly advised to be eligible for ENGL 101.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Write compositions.

C. **HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lectures, class discussions, readings, in-class writing, presentations
2. Discussion and reflection about such material as readings, Power Points and slides, films and audio recordings, internet links and handouts
3. Visitation to galleries, theaters, libraries and/or cultural gatherings
4. Student collaborations, classroom response sessions and/or Socratic discussions related to the major themes, readings, and concerns of the class.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   - Weekly In-Class Critical Responses (1/2 page)
   - Bi-Weekly set of paragraph answers to textbook chapter questions and class topics (1-2 pp.)
   - Weekly In-class discussions, collaborations, and Socratic dialogues.
   - Bi-Weekly objective quizzes and / or short essay assignments on facts, theories, identifications and applications of knowledge.
   - SAMPLE REPORTS (1 or 2)
     - Report on field work, public art, live performing arts event, or art exhibition event (1 per term)
     - Book Report on a topic relevant to the class (1 per term)
     - Researched Investigation Report on a topic relevant to the class (1 per term)
     - Overview Essay (end of term)

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   a. PHOTOGRAPHY STUDY: Examine one of the seven images with critical vocabulary from our painting and photography studies. Discuss the subject, composition, and the photo’s meaningfulness in relation to background on the artist, and its historical-cultural context.
b. **TAKE-HOME ESSAY:** Answer the question, using specific, cultural evidence (literature, art, music, theatre, architecture, religion, and/or philosophy) to support your thesis. 2 pages. How have changing attitudes towards the human body from Ancient Greece, through the Middle Ages, and to the Renaissance and Reformation affected cultural production in each of these four cultural time periods?

c. **REPORT:** Write a report on a book or primary reading. Discuss how it enriches your understanding and appreciation of material we have discussed in class.

d. **OVERVIEW ESSAY:** Write on a topic or topics related to this course. As appropriate, use examples and issues we explored during the semester. Write an original, well-organized, critically aware essay. Show breadth of knowledge, initiative, and willingness to grapple with issues. Support your points with evidence and documentation. Proofread for accuracy and clarity of meaning. 4 to 4.5 typed pages.

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### F. TEXTS AND OTHER READINGS (TYPICAL)


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### III. DESIRED LEARNING

#### A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

- discuss, evaluate, and communicate, orally and in writing, the significance of the arts, literature, and philosophy in human life and analyze their cultural implications.

#### B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   Upon satisfactory completion of this course, the student will be able to:

   a. Discuss, evaluate, and communicate, orally and in writing, the significance of the arts, literature, and philosophy in human life and analyze their cultural implications.

   b. Discuss, evaluate, and communicate, orally and in writing, the interdisciplinary nature and methods of the Humanities for examining specific arts and ideas, and their interconnections.

   c. Describe major creative and intellectual categories of humanistic endeavors, the characteristics of the medium, form, and content of specific examples (from such areas as painting, literature, sculpture, architecture, music, dance, theatre and film), and the processes by which they were created.

   d. Explain the roles that philosophical, imaginative, and religious thinking and traditions play in shaping human culture and social institutions.

   e. Discuss, evaluate, and communicate, orally and in writing, the dependence of meaning in the arts upon cultural, historical, and individual contexts.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Tests or quizzes given at regular intervals throughout the semester
2. Completed assigned homework and in-class exercises with scores of 70% or better.
3. Evaluation of a written research paper and/or a cultural event report, according to a grading rubric with a score of 70% or better.
4. Evaluation of participation in group collaborations related to practice sets and comprehensive problems to be solved in a group setting with a score of 70% or better.
5. Evaluation of written report on how analysis of primary or secondary source documents give new meaning to the themes of the class with a score of 70% or better.
6. Evaluation of participation in classroom Response sessions and/or Socratic discussions related to the major themes, readings, and concerns of the class with a score of 70% or better on the graded classroom discussions.
7. Evaluation of an individual or small-group class presentation according to a presentation grading rubric with a score of 70% or better on the presentation.

B. SUMMATIVE ASSESSMENT

1. Final Assignment, final examination, or overview paper with a score of 70% or better.