I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**HUMAN 110 East Meets West**

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

Differences between Eastern and Western world cultures are explored. Works studied are chosen from the fields of art, music, philosophy, literature and/or architecture.
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. Introduction to the basic premises and theories of humanistic analysis

b. Survey of the methods appropriate to cross cultural analysis in the humanities

c. Common themes and symbols that thread their ways through the two cultures. Comparison and contrast of the different ways each culture deals with similar themes or symbols

d. The course deals with at least five of the following categories. Each category assumes the presentation of at least two works: one from the East and one from the West. The following are appropriate:

   i. An epic novel from Japan or China contrasted with one from the West. Comparative analysis of such elements as plot, character, setting, mood and construction

   ii. Short stories from East and West

   iii. Landscape and portrait painting. For example, the classicism of Greece contrasted with early Chinese forms, Japanese and American landscape

   iv. Japanese Haiku and specific forms of western poetry

   v. Sculptural forms – East and West

   vi. Eastern and Western schools of thought

   vii. Japanese and European palaces

   viii. Eastern and Western gardens

   ix. Musical pieces from the two cultures

   e. Study of artists and thinkers from both the East and West who were influenced by the “opposite” culture. Examples: Van Gogh, Hiroshige, Gary Snyder, Moii
B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

   Before enrolling in this course, students are strongly advised to have ENGL 101 Eligibility.

2. **Requisite Skills**

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

   a. Employ reading competence equal to the tenth grade level or higher.
   b. Practice a conceptual command of subject matter appropriate to a college level of English composition.
   c. Use writing skills that demonstrate the ability to 1. adapt tone and point of view and select argument appropriate for the intended audience, 2. limit topic or scope of a composition, 3. establish clearly a unifying theme, perception, or thesis for a composition, 4. develop main points or select examples, details, and/or pieces of evidence that are relevant to the established thesis, 5. organize the main parts of the thesis, choosing a sequence that contributes to clarity, 6. express the thesis of a composition in a clear sentence, 7. use detail and example to develop and elaborate upon subtopics, 8. compose fully developed paragraphs that are unified in thought and purpose, 9. use conventions of written standard English correctly to write clear sentences.
   d. Understand and follow complex written and oral directions.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

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

1. Lecture, discussion, reading, and writing
2. Photographic slides and PowerPoint presentations, digital audio-visual recordings and handouts to supplement lecture, discussion, and reading
3. Visitations to galleries, theatres, and libraries
4. Writing assignments emphasizing support of a thesis from a rhetorical perspective, using examples and formulating judgmental conclusions
5. Prepared speeches or essays relating critical readings to presented art works
6. Student presentation in which critical tools are used to contrast examples of Eastern and Western culture

E. **ASSIGNMENTS (TYPICAL)**

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

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

   Each week, students will be required to complete the following outside-of-class work:
Three (3) hours of reading primary and/or secondary source documents.  
Two (2) hours of producing small group presentations, collaborations, and/or discussion materials.  
Two (2) hours of producing research paper and/or cultural event reports.  
One (1) hour of completing assigned homework such as comprehension and critical response exercises.

2. **EVIDENCE OF CRITICAL THINKING**  
Assignments require the appropriate level of critical thinking  

Create a PowerPoint or poster presentation on how sculptural forms from the East and the West are similar and different. (may be assigned individually or in small groups)

Participation in Socratic discussions on an epic novel, short stories, poetry, philosophy, musical compositions and movies from Japan or China and contrast it with one from the West.

Write critical responses to presentations on landscape and portrait painting.

Read and analyze primary or secondary source documents and write a report on how these documents give new meaning to the themes of the class.

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


4. **Book:** Barbara Solomon (2002). *Other Voices, Other Vistas* Signet.

III. **DESIRED LEARNING**

A. **COURSE GOAL**  
As a result of satisfactory completion of this course, the student should be prepared to:

- evaluate the similarities and differences between Eastern and Western world cultures; interpret the dependence of meaning and value upon cultural and historical contexts; investigate the interconnections of knowledge among different traditions and humanistic sources. Students will be able to articulate intercultural, philosophical, aesthetic and historical perceptions of past, present and future issues related to Eastern and Western encounters.

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. Evaluate similarities and differences between Eastern and Western world cultures by discussing and communicating, orally and in writing, examples from literature, visual applied and performing arts, religion, myths and philosophy.

   b. Interpret the dependence of meaning and value upon cultural and historical contexts and the knowledge and expectations of the interpreter.

   c. Discuss, evaluate, and communicate, orally and in writing, ideas such as West, East, Orientalism, Occidentalistm, and enlightenment, war, colonialism, revolution, immigration, displacement, tourism, and globalism.

   d. Discuss, evaluate, and communicate, orally and in writing, the importance and influence of diversity within and among cultures and societies in both the East and the West.
e. Describe ways in which a given artistic work reflects a way of thinking, a cultural heritage, a larger set of values, or aspects of society in both the Eastern and Western cultural traditions.

f. Investigate the interconnections of knowledge among different traditions and humanistic sources, and articulate intercultural, aesthetic, and civic perceptions of past, present, and future developments and issues related to Eastern and Western encounters.

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 an individual or small-group class presentation according to a presentation grading rubric with a score of 70% or better on the presentation.

5. 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.

6. 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.

7. 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.

B. SUMMATIVE ASSESSMENT

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