I. **OVERVIEW**

The following information will appear in the 2015 - 2016 catalog

**HUMAN 101—INTRODUCTION TO THE HUMANITIES**

<table>
<thead>
<tr>
<th>54.00 Lecture Hours</th>
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**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) **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 goal 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. Varities of music

5. Theater and Musical Theater
   a. Elements and conventions
   b. History and genres
   c. Modern forms and behind the scenes

6. Photography and Cinema
   a. Conventions
   b. History and genres

C. Themes in the Humanities
   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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<tbody>
<tr>
<td>Lect</td>
<td>54</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following methods:

1. Lectures, class discussions, discussion of readings
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. Instructor led 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)
   A. Weekly In-Class Critical Responses (1/2 page)
   B. Bi-Weekly set of paragraph answers to textbook chapter questions and class topics (1-2 pp.)
   C. Weekly In-class discussions, collaborations, and Socratic dialogues
   D. Bi-Weekly objective quizzes and/or short essay assignments on facts, theories, identifications and applications of knowledge
   E. SAMPLE REPORTS (1 or 2)
      1. Report on field work, public art, live performing arts event, or art exhibition event (1 per term)
      2. Book Report on a topic relevant to the class (1 per term)
      3. Researched Investigation Report on a topic relevant to the class (1 per term)
      4. 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.
F.  TEXTS AND OTHER READINGS (TYPICAL)


III.  DESIRED LEARNING

A. OBJECTIVES

   1. **Required Objectives**

      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 EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

   1. Tests or quizzes given at regular intervals throughout the semester

   2. Completed assigned homework and in-class exercises

   3. Evaluation of a written research paper and/or a cultural event report

   4. Evaluation of participation in group collaborations related to practice sets and comprehensive problems to be solved in a group setting

   5. Evaluation of written report on how analysis of primary or secondary source documents give new meaning to the themes of the class

   6. Evaluation of participation in classroom response sessions and/or Socratic discussions related to the major themes, readings, and concerns of the class
7. Evaluation of an individual or small-group class presentation

B. **SUMMATIVE EVALUATION**

1. Final assignment, final examination, or overview paper
HUMAN - 101: Introduction to the Humanities

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Interpret and evaluate the significance of the arts, literature, religion and philosophy in giving form and meaning to the human experience.
2. Interpret and evaluate the role that history, social institutions, tradition and geography play in the production of the arts, literature, religion and philosophy.
DISTANCE EDUCATION: ONLINE COURSE All class time is done online. Students must have access to a computer and the Internet. Course has no on-campus meetings.

METHOD OF INSTRUCTION:
- Telephone Contact
- E-mail
- Synchronous Chat
- Asynchronous Discussion
- Individual Meetings
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Community Activities
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
- Field Trips
- Group Projects

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:

Students will complete online assignments such as assigned readings, written assignments, quizzes, responding to essay questions, and listening to recorded lectures, all of which are designed to enable the student to attain the information necessary to meet the course's student learning goals.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?

IF SO, IN WHAT WAYS DO THEY DIFFER?

No.
DISTANCE EDUCATION: MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have access to a computer and the Internet. Course has one or more on-campus meetings.

Describe this hybrid option. Typically, what parts of the course are done face-to-face? Typically, what parts are done online?
This course is approximately 80% online and 20% face-to-face. Parts of the course completed online include readings, assignments, and exams. Face-to-face component includes orientation session, group meetings and presentations.

METHOD OF INSTRUCTION:
- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- Telephone Contact
- E-mail
- Synchronous Chat
- Individual Meetings
- Asynchronous Discussion
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Community Activities
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
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ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?
IF SO, IN WHAT WAYS DO THEY DIFFER?
No.