

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUMN 1B - HUMANITIES & THE MODERN EXPERIENCE II

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course objective(s):

(From Section 2 unless otherwise noted)

- A. identify and summarize the distinguishing characteristics of major aesthetic movements in literature, visual arts, music and performing arts.
- B. explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.
- C. critique major literary and philosophical texts applying basic literary terminologies and theories.
- D. distinguish and analyze aspects of inter-textuality such as motifs, tropes and genres in literary and philosophical discourse.
- E. identify the major myths, legends, figures and attitudes that provide the basis for literature, Literary allusions, art, and philosophical attitudes of both Western and non-Western civilizations.
- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
- G. analyze cultural production as both instruments of social control and ideological change.
- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course objective(s):

- B. explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.
- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
- G. analyze cultural production as both instruments of social control and ideological change.
- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

H3. Develop appreciation for what is significant about human life and its creations;

Matching course objective(s):

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course objective(s):

- A. identify and summarize the distinguishing characteristics of major aesthetic movements in literature, visual arts, music and performing arts.
- B. explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.

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- C. critique major literary and philosophical texts applying basic literary terminologies and theories.
- D. distinguish and analyze aspects of inter-textuality such as motifs, tropes and genres in literary and philosophical discourse.
- E. identify the major myths, legends, figures and attitudes that provide the basis for literature, Literary allusions, art, and philosophical attitudes of both Western and non-Western civilizations.
- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
- G. analyze cultural production as both instruments of social control and ideological change.
- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course objective(s):

- A. identify and summarize the distinguishing characteristics of major aesthetic movements in literature, visual arts, music and performing arts.
- B. explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.
- C. critique major literary and philosophical texts applying basic literary terminologies and theories.
- D. distinguish and analyze aspects of inter-textuality such as motifs, tropes and genres in literary and philosophical discourse.
- E. identify the major myths, legends, figures and attitudes that provide the basis for literature, Literary allusions, art, and philosophical attitudes of both Western and non-Western civilizations.
- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
- G. analyze cultural production as both instruments of social control and ideological change.
- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course objective(s):

- A. identify and summarize the distinguishing characteristics of major aesthetic movements in literature, visual arts, music and performing arts.
- C. critique major literary and philosophical texts applying basic literary terminologies and theories.
- D. distinguish and analyze aspects of inter-textuality such as motifs, tropes and genres in literary and philosophical discourse.
- E. identify the major myths, legends, figures and attitudes that provide the basis for literature, Literary allusions, art, and philosophical attitudes of both Western and non-Western civilizations.
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- G. analyze cultural production as both instruments of social control and ideological change.
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H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

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Matching course objective(s):

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- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
- G. analyze cultural production as both instruments of social control and ideological change.
- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course objective(s):

- A. identify and summarize the distinguishing characteristics of major aesthetic movements in literature, visual arts, music and performing arts.
- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course objective(s):

- B. explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.
- E. identify the major myths, legends, figures and attitudes that provide the basis for literature, Literary allusions, art, and philosophical attitudes of both Western and non-Western civilizations.
- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course objective(s):

- A. identify and summarize the distinguishing characteristics of major aesthetic movements in literature, visual arts, music and performing arts.
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Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

- A. identify and summarize the distinguishing characteristics of major aesthetic movements in literature, visual arts, music and performing arts.
- B. explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.
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- H. compare the development of both Western and non-Western civilizations to the aesthetic developments in other world cultures.

(From section 6)

- B. Three or more one-page response papers
- C. One term paper.

(From section 12)

Example of Response paper:

Francisco Goya, The Sleep of Reason Brings Forth Monsters

Turn to the etching on page 346 in our textbook by Francisco Goya. The original caption of the artwork reads:

"Imagination abandoned by reason produces impossible monsters; united with her, she is the mother of the arts and the source of their wonders."

Based upon your understanding of the Enlightenment and Romanticism, how do you interpret this caption? How do the image and the caption reflect upon the critique that Romantic artists directed at the Enlightenment?

Think of your audience for this posting as students new to the subject. Use other art works covered in the lecture or in the textbook (literature, music, painting, etc.) to illustrate or support your argument.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course objective(s):

- D. distinguish and analyze aspects of inter-textuality such as motifs, tropes and genres in literary and philosophical discourse.
- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
- G. analyze cultural production as both instruments of social control and ideological change.

(From section 6)

- B. Three or more one-page response papers
- C. One term paper.

(From section 12)

Example of Response paper:

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B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s):

- D. distinguish and analyze aspects of inter-textuality such as motifs, tropes and genres in literary and philosophical discourse.
- F. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
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B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

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Not applicable

Requesting Faculty: Falk Cammin, Ph.D. _____ Date: 2/6/10 _____

Division Curr Rep: Falk Cammin, Ph.D. _____ Date: 2/6/10 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

Comments:

The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X__ Denied: _____ CCC Co-Chair Signature: Joe Ragey _____ Date: 2/8/11 _____