

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: HUM 2020

COURSE TITLE: Humanities Forum

PREREQUISITE(S): satisfactory score on reading and writing placement tests

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION: This course is a general introduction to humanities focusing on special areas of study within the field. Through the examination of particular historical periods, cultures, or themes, the course will examine the impact of art, literature, drama, philosophy, religion, architecture, music, or other similar achievements has had on human history. The course includes reading and writing competencies.

SUGGESTED TEXT(S): Main texts vary due to the interdisciplinary approach. Materials are generally available as either:

- integrated texts incorporating representative samples of disciplines, OR
- separate volumes for disciplines included in the course.

IMPLEMENTATION DATE: Fall Term, 1987 (881)

REVIEW OR MODIFICATION DATE: Fall Term, 1992 (931)  
 Fall Term, 2002 (20031)  
 Fall Term, 2004 (20051) (Course # change only)  
 Summer Term, 2005 (20053)  
 Fall Term, 2006 (20071) (was HUM 2021)  
 Spring Term, 2007 (20072) - Gordon Rule  
 Fall Term, 2008 (20091) - Outline Review 2007

## COURSE TOPICS

Rationale. HUM 2020 forms the basis for the core of interrelated studies the purpose of which is to help individuals make informed aesthetic and ethical judgments with regard to diverse world cultures and to develop the student's skill in communicating those judgments through effective writing competencies. The course is broad in scope, enabling students to survey connections and relationships between humanities experiences and to provide a general overview for other humanities courses.

Intent. Time allocation and sequences of the following topics will be arranged to reflect each professor's particular strategies and method of organization, generally with these goals:

- A. The course may explore how other cultures have influenced, and are influencing, American culture and aesthetics.
- B. The course illustrates connections between temporal and spatial relationships that interact to influence human creativity and the quality of human life.
- C. Although the course may focus on the past, the study is seen in context with the ideas and values in the contemporary world.

The course outline may be organized according to themes or areas of focus that an instructor may be using; it may be organized chronologically; or it may be a combination of approaches. The following is an example using the chronological approach. Topical approaches can also be utilized and may reflect the special topics being covered by various sections of this course.

	<u>CONTACT HOURS PER TOPIC</u>
I. Prehistoric Europe. The naissance of cave art, sculpture and architecture. Interaction of tribal cultures. Contacts with Greece and Rome.	3
II. Christian Europe. Rome and Byzantium. Rise of Islam. Carolingian Revival. Monasticism and the Crusades. Romanesque churches and Pilgrimages.	8
III. Gothic Europe. Rise of cities and universities. Mendicant Friars. Dawn of the Renaissance.	8
IV. Renaissance. Flowering in Florence. Interactions with French, Flemish, German, English, and Dutch masters.	8
V. Baroque. Protestant Reformation. Northern Realism and Humanism. Reaffirmation of Faith.	8
VI. Neo-Classicism and the Age of Reason	3

## COURSE TOPICS (CONTINUED)

CONTACT HOURS  
PER TOPIC

*Section 3* Romanticism. Interactions with Poets, Composers  
Thinkers.

3

VIII. Age of Communication (20<sup>th</sup> Century to Present).

4

**MULTIPLE ASSIGNMENTS**

"Multiple assignments" is defined as the students' ability to demonstrate mastery of college level writing skills through successful completion of substantial writing assignments integrated within the curriculum of the designated Gordon courses.

**TYPES OF ASSIGNMENTS****HUMANITIES**

Essays	Journals
Process Papers	Case Studies
Reports	Think Pieces
Written Examinations	Reviews
Research Papers	Interviews
Discussion Question Responses	

**RUBRIC****HUMANITIES**

Evaluation of competency in college-level writing skills shall be based on students' ability to complete a writing assignment that demonstrates a proficiency in:

- Clearly defining a central idea or thesis
- Providing adequate support for the central idea or thesis
- Organizing clearly and logically
- Writing using the conventions of standard written English
- Submitting an assignment using the appropriate format as required by the Professor



**Florida State College  
At Jacksonville**

**Course Learning Outcomes & Assessment  
For All College Credit Courses**

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<b>Section 1</b>		
COURSE PREFIX AND NUMBER: <u>HUM 2020</u>		SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: Humanities Forum		
<b>Section 2</b>		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other		
<input checked="" type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		
<b>Section 3 (If applicable)</b>		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input checked="" type="checkbox"/> Humanities	
<b>Section 4</b>		
INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy
	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
	<input checked="" type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively
<b>Section 5</b>		
	<b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>
•	Student will be aware of how other cultures have influenced and are influencing American culture,	Tests, journals, and quizzes
•	Student will be aware of how other cultures have influenced and are influencing American aesthetics.	Cultural events reports --film reports
•	Student will demonstrate an understanding and appreciation of how the time and the geographic area affect the way of living of the cultures.	Museum/gallery visitation reports
•	Student will be able to demonstrate appreciation and understanding of the fine arts of diverse cultures	Oral/written reports based on outside research.
•	Student will demonstrate and formulate informed personal reactions to literature and the fine arts using the discipline-related terminology.	Personal essays responding to ideas covered in classes.
•	Student will comprehend religious, philisophical and cultural influence on society.	Chapter questions
•	Student will show curiosity and openness to new ideas and diverse cultures.	Interviews

<b>Section 6</b>		
Name of Person Completing This Form: <u>Mike Pollard</u>	Date: <u>09/24/2004</u>	Review by <u>David Bowen 11/16/2007</u>

**SECTION 7 MUST BE COMPLETED FOR ALL GENERAL EDUCATION COURSES.**

<b>Section 7</b>	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
KNOWLEDGE							
A. Global and Historical Knowledge & Understanding				Intellectual honesty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curiosity and openness to new ideas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends the workings and interrelations of personal, business and government economies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recognition of one's own creative potential	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Comprehends political, social and economic systems and their effects upon society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Civic Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Comprehends the historical development of the arts and sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lifelong Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the factors that promote physical, mental and social well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

**Section 8**

Name of Person Completing This Form: Mike Pollard Date: 09/24/2004 Review by David Bowen 11/16/2007