

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	HUM 2210
COURSE TITLE:	Humanities: The Foundations
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 consists of the study of life and creative expressions from their origins in early cultures of the Mediterranean regions through medieval Europe as surveyed through the visual arts, music, literature, philosophy, and social history. The course examines the interaction of cultural experiences that developed and were passed on to later peoples. This course provides a basic foundation for study of all humanities courses and includes reading and writing competencies.

SUGGESTED TEXT(S):	Main texts vary due to the multidisciplinary approach. Materials are generally available as either:
	A. integrated texts incorporating representative samples of disciplines or
	B. separate columns for disciplines included in the course
	Matthews/Platt, <u>Western Humanities</u> , Vol. I, McGraw-Hill Book Company Current Edition

SUGGESTED TEXT(S): (continued)

Cunningham & Reich, Culture & Values, Vol. I, Harcourt Brace & Company Current Edition

Benton/DiYanni, Arts & Culture, Vol. I. Prentice-Hall, Current Edition

Lamm, Humanities in Western Culture Vol. I., McGraw-Hill Book Company Current Edition

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)

Spring Term, 2005 (20052)

Fall Term, 2006 (20071) (was HUM 2211)

Spring Term, 2007 (20072) - Gordon Rule

Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS

Rationale: HUM 2211 forms the basis for a 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 acquire 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. However, the instructional components reflect the following faculty and administrative consensus:

- A. With growing specialization in American education, the course provides a broad overview of ideas beyond narrower confines of specialized training. Individuals study the interaction of varied cultural experiences.
- B. The course illustrates connections between temporal and spatial relationships that interact to influence human creativity and the quality of human life.
- C. While the primary course study terminates with the transition period between the late Middle Ages and the early Renaissance, the study is seen in context with the ideas and values of the contemporary world.

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUE

APPROXIMATE NUMBER OF
CONTACT HOURS PER TOPIC

Suggested distribution of course topics:

I.	The nature of the humanities	2-3
II.	Prehistory and early cultures	7-10
	Paleolithic-neolithic cultures	1-2
	The roots of civilization. Areas may include but are not limited to: Egypt, Mesopotamia, early Aegean-Minoan, Mycenaen.	6-9
III.	Greek and Roman periods	18-21
	Greece: cultural overview; art, architecture; letters; drama; Hellenic period; monasticism	6-9

COURSE TOPICS (CONTINUED)

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUEAPPROXIMATE NUMBER OF
CONTACT HOURS PER TOPIC

	Hellenistic period	6-9
	Rome: pragmatism, organization and cultural fusion. Hebraic-Christian tradition; the decline of Rome and the rise of Byzantium; the advent of Islam	6-9
IV.	Cultural developments during the Middle Ages	12-15
	Early Middle Ages - Romanesque periods: feudalism, monasticism	6-7
	Late Middle Ages - Gothic period. Other developing trends in art and letters	6-9
V.	Summary of HUM 2211	

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.

Section 1	
COURSE PREFIX AND NUMBER: <u>HUM 2210</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Humanities: The Foundations</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

AA Elective AS Required Professional Course College Prep
 AS Professional Elective AAS Required Professional Course Technical Certificate
 Other _____
 General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

Communication Social & Behavioral Sciences Mathematics
 Natural Sciences Humanities

Section 4

INTELLECTUAL COMPETENCIES:

Reading Speaking Critical Analysis Quantitative Skills Scientific Method of Inquiry
 Writing Listening Information Literacy Ethical Judgment Working Collaboratively

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Comprehends the nature , origins, and contributions of major western civilizations from cave arts to the fourteenth century.	Tests and quizzes
•	Comprehends the contributions of the arts and humanities to the human experience.	Journals
•	Understands religious, philosophical and cultural isystems of Western Europe and their effects on society.	Cultural events reports--film reviews
•	Shows curiosity and and openness to new ides with regards to the course contents.	Museum/gallery visitations reports
•	Demonstrates and formulates informed personal reactions to literature and the fine arts using discipline-related terminology.	Personal essays responding to ideas covered in classes.
•		Oral /written reports based on outside research involving printed and/or on-line sources.
•		Chapter questions
•		Interviews

Section 6

Name of Person Completing This Form: <u>Paul Stark, John Taylor</u>	Date Completed: <u>09/24/2004</u>
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SECTION 7 MUST BE COMPLETED FOR ALL GENERAL EDUCATION COURSES.

<i>Section 7</i>	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: Paul Stark, John Taylor

Date Completed: 09/24/2004