

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: HUM 2250

COURSE TITLE: Humanities: 20<sup>th</sup> Century Cultural Perspectives

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 of Western culture in its relationships with other world cultures as surveyed through social history, the impact of science and technology on human values and the history of ideas manifested in the arts and letters from the beginning of the 20th century to the present. This course includes reading and writing competencies.

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

A. integrated texts incorporating representative samples of disciplines  
or  
B. separate volumes for disciplines included in the course

Fiero, Gloria, The Humanistic Tradition,  
Vol. 6, McGraw-Hill Book Company, Current Edition

IMPLEMENTATION DATE:

Fall Term, 1975 (761) (was HUM 00219)

REVIEW OR MODIFICATION DATE:

Summer Term, 1976 (763) (was HUM 0205)

Fall Term, 1978 (791) (was HUM 2250)

Fall Term, 1983 (841) (was HUM 2250)

Fall Term, 1984 (851) (was HUM 2250)

Fall Term, 1987 (881) (was HUM 2251)

Fall Term, 1991 (921) (was HUM 2251)

Spring Term, 1998 (982) (was HUM 2251)

Fall Term, 2002 (20031)

Spring Term, 2005 (20052)

Spring Term, 2007 (20072) - Gordon Rule

Fall Term, 2008 (20091) - Outline Review 2007

## COURSE TOPICS

Rationale: While HUM 2250 is the third course in the Western Humanities sequence, it may be taken out of sequence. Or, indeed, for some it may be the only humanities course that they take. Consequently, the course must not only serve as a continuation of the two previous ones, but also exist independently of them. In the first instance, HUM 2250 shows how reactions against rationalism and authoritarianism ushered in an age of revolt.

In the second instance, for those who will take this and no other humanities course, HUM 2250 provides a basis for understanding and discussing literature, music, and the plastic arts for any historical period. Consequently, ways of examining and discussing any of the arts must be considered.

### Intent:

- A. To present the social, economic, political, scientific, and aesthetic influences which acted as determinants of 19th- and 20th-century artistic styles; to show how much artistic styles reflect their influences.
- B. To define and give examples from such 19<sup>th</sup> and 20th-century developments as Impressionism, Post-Impressionism, Cubism, Expressionism, Futurism, Fauvism, Surrealism, Primitivism, Fantasy, Abstraction, and Neo-Realism.
- C. To establish a framework for comparison and/or contrast of works in different media.

## COURSE TOPICS (CONTINUED)

<u>TOPICS MAY BE ARRANGED TO ACCOMMODATE PROFESSOR'S INDIVIDUAL PREFERENCE AND TECHNIQUE</u>	<u>APPROXIMATE NUMBER OF CONTACT HOURS PER TOPIC</u>
I. Course Introduction	1
II. Prologue: The Shape of Twentieth Century Humanities	2
III. A New View of Humans: The "Shakers" of the Traditional View of Human: Marx, Darwin, Freud	3-4
IV. Philosophical Outlooks of Twentieth Century Existentialism. (Determinism vs. Freedom). (Isolation and Alienation)	4-5
V. World War I and Its Effects on World Outlooks	2
VI. The Rise of Science and Its Effects on Conceptions of Humans: A Changing Scientific World View (e.g. Newton, Einstein)	3
VII. The Visual Arts and Architecture: Art as an Assertion of Individualism (Note: Art may be approached in chronological periods: Impressionism, Expressionism, Abstractionism)	4-5
VIII. Music and Dance: An Attempt to Understand Ourselves and the Forces Shaping Us Through the Medium of Sound and Movement (Possible Music Schools Studied: Post-Romanticism, Expressionism, Futurism, Primitivism, Urbanism, Dadaism, New Classicism, Surrealism, Minimalism, Jazz, Rock...)	4-5
IX. Modern Literature and the Search for the Self (Possible authors of focus: Hendrik Ibsen, James Joyce, Aldous Huxley, Virginia Woolf, William Faulkner, Jean-Paul Sartre, Nikos Kazantzakis, Alexander Solzhenitsyn, and others)	4-5
X. The Post-World War II Milieu: Mass Death and Its Implications for Modern Humans; The Quest for Personal Freedom vs Totalitarianism	2-3

## COURSE TOPICS (CONTINUED)

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

XI. Technology Unfolding: Is Technology A Force of Personal Liberation or a Force of Dehumanization	2-3
XII. The Mass Media and the Perception of Truth	2
XIII. Mankind and the Future	2
XIV. Conclusions	1
XV. Tests	3

## **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: <b>HUM 2250</b>	SEMESTER CREDIT HOURS: <b>3</b>
COURSE TITLE: <b>Humanities: 20th Century Cultural Perspectives</b>	

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
•	1. Comprehend the nature, origins, and contributions of major Western civilizations in the 20th Century.	Tests
•	2. Comprehend the contributions of the arts and humanities to the human experience	Written Reports
•	3. Understand the religious, philosophical, and cultural systems of Western Europe and their effects on 20th Century culture.	Researched Reports
•	4. Recognize the effects of the World Wars on contemporary thought and culture.	Journals
•	5. Identify the effects of the rise of science and technology on the arts and ideas.	Site/event visits
•	6. Recognize the role of mass media in the shaping and perception of truth.	Oral Presentations
•	7. Identify the characteristics and major artistic figures of 20th Century artistic movements, including but not limited to Expressionism, Futurism, Primitivism, Urbanism, Dadaism, Minimalism, Surrealism, and New Classicism.	
•	8. Show curiosity and openness to new ideas with regards to the course content.	

Section 6

Name of Person Completing This Form: Dana Thomas, Stephanie Galloway, Jean Shepard	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: Stephanie Galloway, Jean Shepard

Date Completed: 09/24/2004