

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	HUM 2472 (plus subletter for specific country: HUMA 2472, Greece HUMB 2472, China HUMC 2472, Middle East HUME 2472, France HUMF 2472, Latin America HUMH 2472, Spain HUMI 2472, Germany Cultures HUMJ 2472, Philippines Cultures Refer to the example on file.
COURSE TITLE:	Intercultural Explorations (plus subtitle, e.g., China, Greece, Middle East, France, Latin America, Spain, Germanic Cultures and Philippines Cultures)
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:	35

## CATALOG COURSE DESCRIPTION:

This course is a study of human nature, human society, and human right in a specified cultural setting through the humanities, religion, drama, music, dance, the visual arts, myths and legends, and their place in effecting social policies and a culture's vision of its future. Cultures will vary. A student may repeat this course for credit three times when cultural setting is changed. However, it can satisfy only three hours in Category B of the General Education requirements. Additional courses, if taken, must stand as electives only. Particular cultural settings are shown by a suffix letter to the humanities designation as follows:

CATALOG COURSE DESCRIPTION: (CONTINUED)

HUMA 2472, *Greece*; HUMB 2472, *China*; HUMC 2472, *Middle East*; HUME 2472, *France*; HUMF 2472, *Latin America*; and HUMH 2472, *Spain*, HUMI 2472, *Germany*.

SUGGESTED TEXT(S): Book titles vary dependent upon country.

IMPLEMENTATION DATE: November 14, 1987

REVIEW OR MODIFICATION DATE: Fall Term, 1998  
Fall Term, 2002 (20031)  
Spring Term, 2005 (20052)  
Spring Term, 2007 (20072) - Gordon Rule Removed  
Fall Term, 2008 (20091) - Outline Review 2007

## COURSE TOPICS

Rationale: HUM 2472 is an interdisciplinary course that introduces and goes into some depth of a specified cultural setting, such as China, Japan, Greece, the Middle East, Southern Africa, France, Latin America, the former Soviet Union, and Spain. Like the more generalized humanities course, the topics covered are those broad-based aspects of culture and the arts that help the students improve their skill in thinking, understanding, and communicating aesthetic and ethical judgments about the world. The course is set up to utilize the specialized expertise of full-time and visiting faculty in the specified cultural setting.

Intent: The following detailed outline provides a basic structure for any cultural setting. Examples for each specified cultural area taught will be put on file in the Curriculum Office and made available to those requesting them. For each course the following components are essential:

- A. To enhance students' understanding of diverse cultural groups throughout the world, especially those who interact with the United States
- B. To reduce cultural myopia and ethnocentricity through an examination of the universal aspects of human culture
- C. To increase the ability of the student to communicate with people of other cultures
- D. To provide the student opportunities to focus on the essential aspects of a specified culture

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

APPROXIMATE NUMBER OF  
CONTACT HOURS PER TOPIC  
TOTAL = 45 CONTACT HOURS

Suggested distribution of course topics:

I.	Presentation of the culture in broad geographic, historic, social, and economic perspectives	1-2
II.	Geography, climate, population, culture Impact on the past, the present, and future; resources available:	2-3
III.	Historic development, politics, language, and culture Racial and ethnic composition; Language(s); colonial past; traditions; Role of indigenous populations	3-5
IV.	Myths and legends Tradition of cooperation or conflict; indigenous cultures; culture integration and homogeneity	1-2
V.	Religious beliefs Effect on culture's manners, customs, and traditions; political role	3-4
VI.	Modern Development Urbanism; economic development; role of technology	3-4
VII.	Literary traditions Vernacular and academic tradition in Literature; role of drama, dance And film in fostering traditions and Cultural integration	4-6
VIII.	Performing arts The roles of music, dance, and theater; arts in the culture's role in the international setting	2-4



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>	
<b>COURSE PREFIX AND NUMBER:</b> <u>HUM 2472</u>	<b>SEMESTER CREDIT HOURS:</b> <u>3</u>
<b>COURSE TITLE:</b> <u>Intercultural Explorations</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:**

Communications                       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

<b>Section 5</b>		
<b>LEARNING OUTCOMES</b>		<b>METHOD OF ASSESSMENT</b>
•	The student will:	
•	1) Comprehend the nature, origins and contributions of a specific civilization.	Tests
•	2) Comprehend the contributions of the arts and humanities to the human experience.	Research papers/reports
•	3) Show curiosity and openness to new ideas with regard to the course content.	Oral or media presentations
•	4) Make aesthetic and ethical judgements about a culture based on an understanding of the values and artistic consciousness of that culture.	Journals
•		Reports from institutional visits or cultural events
•		Literature reviews
•		
•		
•		

**Section 6**  
Name of Person Completing This Form: M. Tege-MacMillin / D. Bowen                      Date: 09/24/2004

**SECTION 7 MUST BE COMPLETED FOR ALL GENERAL EDUCATION COURSES ONLY (exclude AA electives)**

<b>Section 7</b>	<b>KNOWLEDGE</b>	<i>Primary</i>	<i>Secondary</i>	<i>N/A</i>	<b>VALUE</b>	<i>Primary</i>	<i>Secondary</i>	<i>N/A</i>
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	• Comprehends the factors that promote physical, mental and social well-being	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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: Dana Thomas (Revised M. Tege-MacMillin / D. Bowen)  
 Date: 09/24/2004