

9-22-10

Modesto Junior College – Humanities Courses

Student Learning Objectives

I. HUMANITIES General Program Goals

Upon completion of the **Humanities Program**, students will be able to:

1. Discuss, evaluate, and communicate, orally and in writing, the interdisciplinary nature, principles, and methodologies of the Humanities.
2. Discuss, evaluate, and communicate, orally and in writing, the roles, forms, meanings, and values of the humanistic traditions of art, literature, and philosophy in human life.
3. Describe unique characteristics, cultural and historical contexts, and influences of humanistic traditions on human cultures and social institutions of the world.
4. Describe the dependence of meaning upon cultural and historical contexts and upon the knowledge and expectations of individual interpreters.
5. Analyze the complexity and ambiguities of creative and intellectual works in the Humanities, including their interconnections, and their broader implications.
6. Synthesize interdisciplinary materials into a new whole and demonstrate independent conclusions, supported by reason and evidence, to write or present an original response, report, presentation, or project.
7. Interpret the social and artistic conventions associated with attending at least one performing arts event and one visual arts event.
8. Distinguish between unfounded opinions and informed assessments, and distinguish between falsehoods and fictions. Identify and articulate rational, intuitive, and creative forms of perception, expression, and persuasion.

II. HUMANTIES: COURSE Student Learning Outcomes

HUMAN 101 -- INTRODUCTION TO THE HUMANITIES

Upon satisfactory completion of this course, students will be able to:

1. Discuss, evaluate, and communicate, orally and in writing, the significance of the arts, literature, and philosophy in human life and analyze their cultural implications.
2. Discuss, evaluate, and communicate, orally and in writing, the interdisciplinary nature and methods of the Humanities for examining specific arts and ideas, and their interconnections.
3. Describe major creative and intellectual categories of humanistic endeavors, the characteristics of the medium, form, and content of specific examples (from such areas as painting, literature, sculpture, architecture, music, dance, theatre and film), and the processes by which they were created.
4. Explain the roles that philosophical, imaginative, and religious thinking and traditions play in shaping human culture and social institutions.
5. Discuss, evaluate, and communicate, orally and in writing, the dependence of meaning in the arts upon cultural, historical, and individual contexts.

HUMAN 105 - EARLY HUMANISTIC TRADITIONS

Upon satisfactory completion of this course, students will be able to:

1. Discuss, evaluate, and communicate, orally and in writing, the nature, roles, and value of art in human life from Ancient Civilizations through the Renaissance and demonstrate an understanding of the significance of specific art forms to the cultures that created them and adopted them.
2. Analyze ideas of value and meaning in Early Ancient, Greek, Roman, Medieval, and Renaissance cultural epochs, and demonstrate the dependence of meaning in the arts upon the cultural and historical context of each era.
3. Interpret the role of myths, Early Ancient polytheism, Classical Humanism, and Jewish, Christian and Islamic monotheism in shaping human institutions.
4. Discuss, evaluate, and communicate, orally and in writing, how major historical events, such as warfare, disease, natural disasters, and how processes, such as migration, trade and exploration, have affected cultural production from Prehistory to the Renaissance.
5. Discuss, evaluate, and communicate, orally and in writing, independent conclusions about major works of artistic, literary and philosophical expression from Early Ancient, Greek, Roman, Medieval and Renaissance era thinkers and artists.

HUMAN 106 - HUMANITIES IN THE MODERN WORLD

Upon satisfactory completion of this course, students will be able to:

1. Discuss, evaluate, and communicate, orally and in writing, the nature, roles, and value of art in human life from the 1600's to the present and demonstrate an understanding of the significance of specific art forms to the cultures that create them and adopt them.
2. Analyze and interpret ideas of value and meaning in Baroque, Reformation, Enlightenment, Romantic, Industrial, Modern and Post-Modern cultural epochs, and demonstrate the dependence of meaning in the arts upon the cultural and historical context of these eras.
3. Describe and explain the role of secular humanism and technological advancement in shaping modern human culture and social institutions.
4. Discuss, evaluate, and communicate, orally and in writing, how major historical events, such as warfare, scientific and technological advancement, as well as colonialism and political theory, have affected cultural production from the Baroque to the present.
5. Discuss, evaluate and communicate, orally and in writing, independent conclusions about major works of artistic, philosophical, and literary expression from Baroque, Reformation, Enlightenment, Romantic, Industrial, Modern and Post-Modern era thinkers and artists.

HUMAN 110—EAST MEETS WEST

Upon satisfactory completion of this course, students will be able to:

1. Evaluate similarities and differences between Eastern and Western world cultures by discussing and communicating, orally and in writing, examples from literature, visual, applied and performing arts, religion, myths, and philosophy.
2. Interpret the dependence of meaning and value upon cultural and historical contexts and the knowledge and expectations of the interpreter.
3. Discuss, evaluate, and communicate, orally and in writing, ideas such as West, East, Orientalism, Occidentalism, and enlightenment, war, colonialism, revolution, immigration, displacement, tourism, and globalism.
4. Discuss, evaluate, and communicate, orally and in writing, the importance and influence of diversity within and among cultures and societies in both the East and the West.
5. Describe ways in which a given artistic work reflects a way of thinking, a cultural heritage, a larger set of values, or aspects of society in both the Eastern and Western cultural traditions.
6. Investigate the interconnections of knowledge among different traditions and humanistic

sources, and articulate intercultural, aesthetic, and civic perceptions of past, present, and future developments and issues related to Eastern and Western encounters.

HUMAN 130 – WESTERN RELIGIONS

Upon satisfactory completion of this course, students will be able to:

1. Describe basic features of three major Western religions—Judaism, Christianity, and Islam—their origins and development and tenets.
2. Develop critical thinking skills by examining philosophical, aesthetic and social issues surrounding each of the religious traditions as sources for intercultural and civic knowledge and engagement.
3. Analyze how practitioners of these Western religions have used language and the arts to express spiritual experience and doctrine, dissent or a desire to reform, communal religious relationships or distance from them, attitudes towards diversity, tolerance, violence, the arts, mysticism, education and ethics.
4. Engage in independent research on a topic related to Judaic, Christian, and Islamic searches for meaning; synthesize and reflect on findings; communicate deeper knowledge and insights.
5. Compare and explain similarities and differences among basic concepts common to Judaism, Christianity, and Islam, such as God, eternity, salvation, messiah, and atonement.

HUMAN 140 – INTRODUCTION TO WORLD MYTHOLOGY

Upon satisfactory completion of this course, students will be able to:

1. Explain the human search for meaning and values through the examination of mythic structures in various cultures of the world.
2. Discuss, evaluate, and communicate, orally and in writing, an understanding of the term “myth” and the differing ways it has been used.
3. Explain the historical and cultural contexts of myth, and artistic expressions that myths have inspired in the past and today, such as storytelling, literature, arts and architecture, music, theater, science fiction and fantasy, movies and games.
4. Analyze major types of myths--creation and destruction stories, tales of heroes, tricksters, goddesses and gods--and their relation to dreams, folktales, and rituals.
5. Use a multidisciplinary approach by applying various learned theories and analytical tools to explain myths in general, and to critically evaluate their data as sources for knowledge.

6. Trace the influence of various mythological themes on contemporary life, and communicate the results, showing how interpretations and adaptations depend on their cultural and historical contexts and the theoretical frameworks applied to them.

Possible Methods of Measuring Student Progress:

1. Complete **tests or quizzes** given at regular intervals throughout the semester (would include such elements as: identification exercises, explanations, interpretations, applications, and essay questions) with a score of 70% or better.
2. Complete assigned **homework and in-class exercises** with scores of 70% or better.
3. Produce a **written research paper** and/or a **cultural event report**, according to a grading rubric with a score of 70% or better.
4. Produce an individual or small-group **class presentation** according to a presentation grading rubric with a score of 70% or better on the presentation.
5. Participate in **group collaborations** related to practice sets and comprehensive problems to be solved in a group setting with a score of 70% or better.
6. Read and analyze primary source documents and write a **book report** on how these primary source documents give new meaning to the themes of the class with a score of 70% or better.
7. Participate in classroom **Response sessions** and/or **Socratic discussions** related to the major themes, readings, and concerns of the class with a score of 70% or better on the graded classroom discussions.

