

General Education Course Proposal

Proposed Course: HUM 11 Introduction to the Humanities Units 3.0
Prefix No. Title

Department: Foreign Languages & Literature School: Arts & Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2_x; D___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course x; Revised Course ___; New Course ___
Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Interrelationships among art, literature, music, and philosophy, from the 17th Century Age of Reason to the present.

Enrollment limit per section: 50
Expected number of sections per semester – Year 1 2; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Bruce Proctor 2-13-98 Kim Morin 4/22/98
Department Chair Date School Curriculum Committee Date
Jan J. Costa 4/23/98 Peter Ann 12/15/98
School Dean Date General Education Subcommittee Date
Brandt Kehoe 12/22/98
Associate Provost Date

ideas about the self and society: hence studying the humanities will ~~promote an understand of the development of contemporary civilization through. . . its historical roots.~~ Moreover, the introduction of techniques of critical reading and analysis will promote the intellectual examination of the subjective response.

~~C. Policies for Inclusion and Evaluation of General Education Courses~~

~~Given that 17th 19th century European cultural productions form the basis of modern American culture, Humanities 11 expands the student's intellectual horizons by introducing him/her to new cultures and ideas at once other than their own and yet part of its roots, fosters lifelong learning by giving them the tools to appreciate art and literature and judge philosophical ideas, and prepares them for further professional study by increasing their general cultural knowledge and providing them with a background in humanist studies that makes a whole person.~~

- ~~1. Humanities 11 is a Liberal Studies course.~~
- ~~2. Humanities 11 covers major ideas, themes, and concepts of the Humanities by its focus on poetry, philosophy, art, and history and their interrelations through the experience of major cultural productions.~~
- ~~3. Humanities 11 utilizes primary source readings.~~
- ~~4. Humanities 11 has no prerequisites.~~
- ~~5. The course will have a 2000 word writing requirement.~~

2. Elements Common to All Sections of Course

1. *Content*: All sections will teach Western aesthetic, political, and literary values and ideas through primary works of art, sculpture, poetry, history, philosophy, and religion. Such ideas may include, but are not limited to, issues such as 1) The relationship between and definitions of the individual and society, and the rise of affective individualism; 2) The conflict between Rationalism and Romanticism 3) The relationship between and definition of reason and passion in human identity, and the value or role of each indetermining human good and happiness; 4) Conceptions/definitions of the Good and human goods; 5) Ideas of history such as progress, providence, and the

question of larger purpose in human life and history; 6) The rise of science and its conflict with Christianity 7) Realism in pictorial art and fiction; 8) The role of technology and industrialism in human life, and its impact on human community and good; 9) The idea of Revolution, both political and social. These themes and ideas will be experienced through primary works, and techniques of criticism and analysis practiced by students in written work and examinations.

Interrelations among artistic media as well as connections to modern culture will be emphasized. Primary works must be chosen to reflect historical range and a variety of genres and creative media.

2. Objectives. Students will finish each section having read the assigned primary works, participated in class discussion, and demonstrated critical ability and understanding of course themes through essay examinations and formal essays.

3. Activities. Completion of assigned readings; attendance; class discussion; essay examinations; formal essay (writing to total 2000 words). The formal essay will be evaluated on the basis of mechanical/grammatical correctness and the presentation and development of the thesis as well as the coherence of the argument. Students will be recommended to use the *MLA Handbook* for the format of their essays.

4. Grading Policy. Students must average at least 60% on all work during the semester in order to pass the course. No more than 5% credit for extra projects will be allowed. Class attendance and participation will earn 10% credit.

5. Text. Texts will be selected from the classics of Western literature such as (but not limited to) Descartes' *Discourse on Method*, Pope's *Essay on Man*, Swift's *Gulliver's Travels*, the novels of Dostoevsky, Tolstoy, Dickens, Flaubert, Goethe, Balzac, Dreiser, Fitzgerald, Hemingway, etc; the poetry of Wordsworth, Keats, Shelley, etc; *The Norton Anthology of World Masterpieces*, Vol. II, or *Literature of the Western World* Vol. II will be acceptable. See sample syllabus for other examples of primary texts. Secondary works may be used as well, providing they are general introductions suitable for undergraduates, such as Basil Willey's *Nineteenth Century Studies* or Isaiah Berlin's *The Enlightenment*

6. Schedule. Each week students will read from assigned works, identify and discuss major themes, and relate to modern society and culture. Given the wide variety of primary works available to instructors, actual schedules will vary depending on media chosen. However, each section will each week address the three objectives enumerated above. The following schedule offers an **approximate** breakdown of the time devoted to each topic.

Weeks 1-2 should introduce students to historical context, define and discuss the methodologies and techniques of literary analysis, philosophical inquiry, appreciation of art, etc. depending on the topics chosen by the particular instructor. However, **all** sections will spend at least two weeks of the semester on such introductory and propaedeutic materials.

Weeks 3-5 should introduce one to two themes which will be defined and discussed, and coordinated with the readings from primary texts. The course should every class meeting move between the somewhat abstract idea and the specific, more concrete embodiment of it in the assigned readings.

Weeks 6-10 Will introduce a new theme (or two) that should be related directly to the previous and likewise is defined and discussed in the context of the primary readings.

Weeks 11-15 Two more themes may be introduced.

Ideally, each course will develop from 3-6 topics or themes for the whole semester, spending four weeks for each theme or pair of themes.

There are no special cost factors associated with this course.

Syllabus
Humanities 11
Introduction to the Humanities (3 Units)

Interrelations among art, literature, and philosophy from the seventeenth-century Age of Reason to the present.

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Texts

Descartes, *Discourse on Method*
Swift, *Gulliver's Travels*
Pope, *Essay on Man*
Goethe, *Sorrows of Young Werther*
Dostoevsky, *Notes from Underground*

Requirements

1. Class attendance and participation (10%)
2. Two essay examinations, each 400 words minimum (60%)
Essay: 1200 words minimum; topic choice will be made from class discussion topics; choice of topic and primary work must be made by Week 6 and cleared with instructor; Essay due Week 10 (approx. 4.5 pages; %30) All essays will be evaluated on the basis of mechanical/grammatical correctness **and** presentation and development of thesis as well as coherence of argument. Students should use the *MLA Handbook* for the format of their essay.
3. Extra Credit (5%)

Grading Scale

100-90 A
80-89 B
70-79 C
60-69 D

Course Goals

Students will finish the semester having read assigned primary works, and understood major themes and ideas identified in class discussion and lecture, as evidenced by passing performance on essay exams covering these themes and ideas. In addition, students will demonstrate their comprehension of these

Revised: August 17, 98

themes and ideas, and their significance for contemporary culture and society, by written analysis in a formal essay analysing class discussion topics as they appear in primary cultural works not covered in course.

Course Policies

Students are expected to attend class with their books, and having read the writings assigned. Late work, whether exams or exercises, will not be accepted except for legitimate emergencies (sickness, death in family, child-care problems, work conflicts, accidents).

Class participation is mandatory. Everyone is expected to contribute to Discussion Topics, which also are possible paper topics. Everyone will be treated with respect and consideration. Talking, eating, or sleeping in class is not acceptable. Students who are having difficulty are encouraged to meet with the professor during office hours for extra help.

Cheating and Plagiarism will be dealt with according to the policies set forth in the Catalogue and Schedule of Courses. Students with disabilities should communicate their needs to the instructor and the university.

Schedule

All readings must be completed before class. Instructor reserves the right to adjust the schedule.

Week 1: Introduction: How to read literature; Analysing literature and cultural products for themes and ideas: Theme 1: The birth of modern Rationalism: Descartes.

Week 2: Introduction: How to read literature; Analysing literature and cultural products for themes and ideas: Theme 2: Descartes, Rationalism, science, and the domination of nature: Are humans natural or not?

Week 3: .Descartes: Discussion topic: Are people thinking machines?

Week 4: Theme 3: The Christian critique of rationalism: Swift

Week 5: Swift, Book 4: Theme 4: Appetite, Reason, and the Soul: Christian vs. Rationalist views.

Week 6: Swift: Discussion topic: Are humans Houyhnhnms or Yahoos? **Students must choose a topic this week and clear with instructor.**

Week 7: Pope, *Essay on Man* 1-2: Theme 5: The triumph of natural reason and the rational cosmos: **Midterm essay exam.**

Week 8: Pope, 3-4; Discussion Topic: Is this the "best of all possible worlds"?

Week 9: Theme 6: The Romantic Reaction: Imagination and Feeling vs. Rationalism; Goethe, *Sorrows of Young Werther*

Week 10: Goethe; Discussion Topic: Whom should Lotte love, Werther or Albert?
Essays Due.

Week 11: Goethe: Theme 7: The passionate individual vs. the "repressive" society

Week 12: Theme 8: Christian Romanticism and the limits of Rationalism:
Dostoevsky, *Notes from Underground*.

Week 13: Dostoevsky: Discussion Topic: Can ethics be "scientific"?

Week 14: Dostoevsky: Redemption and the Human Heart: Liza and Underground Man.

Week 15: Finish Dostoevsky, Review for final.

Final Examination will be administered during Finals Week