

# HUM101 - The Human Condition

## General Information

<b>Author(s):</b>	Michael Hudgens
<b>Proposal Start:</b>	Summer 2019 Credit/Noncredit
<b>Distance Education Approved:</b>	No
<b>TOP Code:</b>	4903.00
<b>TOP Code Name:</b>	Humanities
<b>CIP Code:</b>	24.0103
<b>CIP Code Name:</b>	Humanities/Humanistic Studies
<b>SAM Code:</b>	E = Non-occupational
<b>Course Control Number:</b>	CCC000583998
<b>Curriculum Committee Approval Date :</b>	December 5, 2017
<b>Board of Trustees Approval Date :</b>	December 5, 2017
<b>External Review Approval Date:</b>	December 5, 2017
<b>Course Description:</b>	(No prerequisite. 3 lecture hours plus one additional lab hour required weekly. May be taken as HUM 101 or ENGL 101; credit awarded for only one course.) This interdisciplinary course challenges students to further develop critical reading, writing, and thinking abilities through comparative study of materials from literature and various disciplines. Students evaluate shared cultural experiences that have shaped and continue to shape the human condition. The course examines the various impulses, needs, and forces that have influenced the human struggle for order, acceptance, knowledge, understanding, self-expression, power, freedom, individuality, and survival. (CSU/UC) CSU Area C-2, IGETC Area 3-B
<b>Submission Rationale:</b>	

### Faculty Minimum Qualification Requirements

<b>Master Discipline Preferred:</b>	No value
<b>Alternate Master Discipline Preferred :</b>	No value
<b>Bachelors or Associates Discipline Preferred :</b>	No value
<b>Additional Bachelors or Associates Discipline :</b>	No value

### Course Development Options

<b>Course Basic Skill Status</b>	<b>Allowed Number of Retakes</b>	<b>Grade Options</b>
Course is not a basic skills course.	0	Pass/No Pass Letter Grade Methods
<b>Allow Students to Gain Credit by Exam/Challenge</b>		
No		
<b>Rationale For Credit By Exam/Challenge</b>	<b>Retake Policy Description</b>	<b>Allow Students To Audit Course</b>
No value	No value	No
<b>Course Prior to College Level</b>		
No value		

### Associated Programs

<b>Associated Program</b>	<b>Award Type</b>
No value	No value

### Transferability & Gen. Ed. Options

<b>Request for Transferability</b>	<b>Transferability Status</b>
Transferable to both UC and CSU	Pending

### Units and Hours

**Summary**

<b>Minimum Credit Units</b>	3
<b>Maximum Credit Units</b>	3
<b>Total Course In-Class (Contact) Hours</b>	52.5
<b>Total Course Out-of-Class Hours</b>	122.5
<b>Total Student Learning Hours</b>	175
<b>Faculty Load</b>	3

**Detail**

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	7
Laboratory Hours	0	0
Activity Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	17.5
<b>Hours per unit divisor</b>	54

**Course In-Class (Contact) Hours**

Lecture Hours	52.5
Laboratory Hours	0
Activity Hours	0
<b>Total</b>	52.5

**Course Out-of-Class Hours**

Lecture Hours	122.5
Laboratory Hours	0
Activity Hours	0
<b>Total</b>	122.5

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

**Requisites**

No value

**Entrance Skills**

Skill	Rationale
No value	No value

## Limitations on Enrollment

### Limitation

No value

### Provide Rationale

No value

## Specifications

### Methods of Instruction

Lec/Lab

### Methods of Instruction Rationale

Classes will include: 1. An emphasis on vigorous class discussions to show understanding of concepts and readings 2. Guest lectures, providing information concerning reading and writing across the curriculum. 3. Problem based assignments

**Assignments** - **Fast Facts! Reading Response Worksheet** This worksheet will help you prepare "Letter from Birmingham Jail" for class discussion. As you are reading the text, pen in hand, jot down the fast facts that correspond with the following categories: 1. **Comments:** visceral reactions / off the cuff observations / bias / style 2. **Questions:** confusing information / unfamiliar vocabulary and concepts / statistics 3. **Complaints:** Take issue with something. Disagree with the text 4. **Concerns:** effects / sources / what / where

### Methods of Evaluation

### Methods of Evaluation Rationale

1. 4 Essays In a 3-5 page essay, explain and discuss three of Milgram's most important findings about why people obey authorities and/or what helps people defy inappropriate orders (orders that go against one's conscience). For each finding, discuss how

**Equipment** No value

### Textbooks

#### AuthorTitle

#### PublisherDateISBN

Jimenez, Francisco. Breaking Through. New York: Houghton Mifflin, 2001. King, Martin Luther Jr. "Letter from Birmingham Jail." 1963. Lewis, John, Andrew Aydin, and Nate Powell. March, Book One. Georgia: Top Shelf Productions, 2013. Lewis, John,

## Learning Outcomes and Objectives

## Course Objectives

✓ 1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology. 2. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions and distinguish between validity and soundness in argumentation. 3. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it. 4. Reading Literacy: Understand and implement critical reading strategies across disciplines. 5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

## CSLOs

## Course Outline

### Course Outline

The need for innovation: 1. Primal necessity: Forces that shape our world 2. Creative outlets: Social structures that engender self-expression or restrict them 3. Continuous improvement: Is new and improved always better? 4. Problem solving: The impetus for transformation 5. Ethical considerations: Just because we can, should we? The struggle for supremacy 1. Competitive nature: Reconciling the fight to the top vs. getting there together 2. Natural forces: Understanding motivation and its development 3. Protective instinct: What and who needs protection? 4. Hierarchical considerations: What opportunities does power afford? To whom and why is it valuable? 5. Individual rights: When should the needs of the few outweigh the needs of the many? The aesthetic impulse 1. Objective / subjective beauty standards: In the Eye of the Beholder 2. Genetic responses: Nature vs. Nurture 3. Comfort: The value of pleasure, bringing comfort into our lives 4. Cultural influences: What shapes the beholder? 5. Censorship: Art as Revolution The need for harmony 1. Personal wellbeing: Safety in Numbers 2. Societal agreements: The sacrifices made to be Included 3. Acceptable behavior: Principles of authority and disobedience 4. Establishing culture: Setting the Ground Rules 5. Social justice: Outliers and other Scoundrels The struggle for autonomy 1. Innate recognition: Being celebrated for our contributions 2. Individual standards: The image in the mirror 3. Legacy: Our fear of mortality and the need to leave our mark 4. Developing talent: The myth of Meritocracy 5. Codified rules: Breaking the rules or forging a new path The cooperative impulse 1. Human Necessity: Happiness and Meaning 2. Organizational advantages: Who benefits from self-sacrifice? 3. Curiosity: Gossip or genuine interest 4. Learned behavior: Altruism and the nature of humanity 5. Shared governance: Can't we all just get along?

### Lab Outline

Lab will allow for deeper critical reflection on the class topics and readings as well as guided skill building activities with the support of the instructor and the embedded Instructional Specialist. In lab, students will work on the following: 1. Outlining lectures 2. Writing assignments 3. Group projects 4. Deconstructing ideas 5. Reviewing notes 6. Understanding vocabulary in context