

## HUMAN105H : Honors The Human Struggle

### General Information

Author:	<ul style="list-style-type: none"><li>Joanna Parypinski</li></ul>
Course Code (CB01) :	HUMAN105H
Course Title (CB02) :	Honors The Human Struggle
Department:	HUMAN
Proposal Start:	Fall 2024
TOP Code (CB03) :	(4903.00) Humanities
CIP Code:	(24.0103) Humanities/Humanistic Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000386253
Curriculum Committee Approval Date:	12/13/2023
Board of Trustees Approval Date:	04/16/2024
Last Cyclical Review Date:	12/13/2023
Course Description and Course Note:	<p>HUMAN 105H is an interdisciplinary, intercultural course designed to challenge students to further develop critical reading, writing, and thinking abilities through comparative study of materials from literature and various disciplines. Students evaluate some of the most relevant issues faced by people of the United States and other cultures throughout history, with emphasis on values and ethics. The course examines the creative impulses and destructive forces that have influenced the human struggle for order, acceptance, knowledge, understanding, self expression, power, freedom, individuality and survival. Students improve their abilities to analyze, synthesize, develop original ideas, distinguish fact from opinion or belief, and use logic and reason in language and thought to determine whether the solutions of the past are compatible with the problems of today and tomorrow. Writing instruction focuses on improving advanced composition skills. The course may be team-taught. The honors course will be enhanced in one or more of the following ways: 1. Accelerated standards of reading levels, emphasizing primary sources. 2. Accelerated standards of critical thinking, including critical writing and thesis-based essay exams.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Humanities</li></ul>
Alternate Discipline:	<ul style="list-style-type: none"><li>Philosophy</li></ul>
Alternate Discipline:	<ul style="list-style-type: none"><li>History</li></ul>

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

GE Status A2, A3, 1A, 1B

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
3B-Humanities	Humanities Courses	Approved	09/05/2001	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
A3-Critical Thinking	Critical Thinking	Approved	08/25/2014	No Comparable Course defined.
C2-Humanities	Humanities: (Literature, Philosophy, Languages Other than English)	Approved	09/05/2001	

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

**Course Classification Code (CB11)**

**Funding Agency Category (CB23)**

Cooperative Work Experience

Credit Course.

Not Applicable.

Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

### Course Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Duration (Weeks)** 18

**Hours per unit divisor** 0

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

Lecture 54

Laboratory 0

Studio 0

**Total** 54

#### Course Out-of-Class Hours

Lecture 108

Laboratory 0

Studio 0

**Total** 108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

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

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Advisory

ESL151 - Reading And Composition V

##### Objectives

- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR

#### Advisory

ENGL101 - Introduction to College Reading and Composition

##### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

HUMAN 105 - The Human Struggle

## Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Demonstrations

Methods of Instruction

Guest Speakers

Methods of Instruction

Presentations

Out of Class Assignments

- Critical thinking focused essays (e.g. derive a thesis on the importance of quasi-religion and hero-worship in our current culture. Analyze elements of hero-worship in a quasi-religious experience you have recently had. Support your thesis with ideas and examples from selected conceptual, scholarly, and other readings, connections and contrasts to either Gilgamesh or Prometheus, and a detailed account of your experience at the entertainment or sports event you attended or watched)
- Creative assignments (e.g. using three philosophers and activists discussed in this course such as Touissant L'Ouverture, Jorge Louis Borges, and Mary Wollstonecraft create a talk-show formatted script in which the speakers engage in a conversation about the 21<sup>st</sup> century technologies such as the internet as a tool of information and resistance)
- Journals and informal writing (e.g. create a double-entry journal in which you find key quotes from the play *M. Butterfly* and connect them to concepts of love discussed in *all about love: New Visions* by bell hooks and other philosophies of love discussed in this class)
- Individual or group projects (e.g. select one of the Eightfold Path elements from Buddhist teachings as addressed in class. Show how you, as a Buddhist, would apply this element's principles to your life in our current society using scholarly, conceptual, and other readings from the course)
- Independent research presentations (e.g. select a topic from one of the units and derive a thesis asserting an insight on the deep nature of the topic, using primary, conceptual, and scholarly sources. Develop a way to demonstrate the research-supported thesis to the class, such as a quiz, video, survey, game, or other interactive presentation)

### Methods of Evaluation

### Rationale

Exam/Quiz/Test

Essay examinations

Exam/Quiz/Test

Midterm examination

Exam/Quiz/Test

Final examination

### Textbook Rationale

Textbook list includes classic texts relevant to field of study

### Textbooks

Author	Title	Publisher	Date	ISBN
Aeschylus	Prometheus Bound	New York Review Books Classics	2015	9781590178607
Aristotle	Nicomachean Ethics	Hackett	2014	978-0872204645
Eric Fromm	The Art of Loving	Harper Perennial Modern Classics; Anniversary edition	2006	822205009
Plato	The Republic	Create Space	2017	9781503379985
Isaac Kramnick	The Portable Enlightenment Reader	Penguin	1995	0-14-024566-9
Viktor Frankl	Man's Search for Meaning	Beacon Press	2006	978-0323306577
Dalai Lama	How to Practice a Meaningful Life	Atria	2003	978-0743453363

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

No value

**Learning Outcomes and Objectives****Course Objectives**

Read critically and write critical, thesis-based essays from rhetorical perspectives.

Compare and contrast relationships among literature and various disciplines.

Analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, propose original ideas, and reach logical conclusions.

Investigate and examine many of the bases for important human values, identify bias and prejudice, and respect the views of others.

Evaluate objectively the ethics and principles of social, political, philosophical, and economic doctrines.

Develop sophisticated skills of literature and language analysis by engaging critically with source materials and conducting close readings.

Develop and employ progressively more sophisticated written communications skills emphasizing meaning and substance.

**SLOs****Evaluate a variety of texts related to the human struggle.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>HUMAN</i> Interdisciplinary Humanities Option 3: American Responses to Other Cultures AA	Apply literary, rhetorical, interdisciplinary concepts, and discipline specific concepts (such as geography and history) in order to critically read, write, think, and research about the ways that American has responded to global cultures
<i>HUMAN</i> Interdisciplinary Humanities Option 2: Creativity AA	Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
<i>HUMAN</i> Interdisciplinary Humanities	Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity.

ILOs  
General Education

analyze and synthesize diverse works of writing, art, music, and other cultural forms

critique artistic and cultural creations

describe relationships between and discords among disciplinary methodologies

**Compose critical thesis-based essays that analyze and synthesize information from multiple texts, lectures and class discussion dealing with human values and dilemmas.**

Expected Outcome Performance: 70.0

ILOs  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

*HUMAN*  
Interdisciplinary Humanities Option  
3: American Responses to Other  
Cultures AA

Apply literary, rhetorical, interdisciplinary concepts, and discipline specific concepts (such as geography and history) in order to critically read, write, think, and research about the ways that American has responded to global cultures

*HUMAN*  
Interdisciplinary Humanities Option  
2: Creativity AA

Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity

*HUMAN*  
Interdisciplinary Humanities

Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity.

ILOs  
General Education

analyze and synthesize diverse works of writing, art, music, and other cultural forms

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## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No Value

**Is this proposal submitted in response to learning outcomes assessment data?**

No Value

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### **Living in Society (12)**

- The individual pursuit of knowledge
- Structuring Societies: Hierarchies, Inequities, and Dissent
- Government Morality Juxtaposed with Personal Morality
- Social Conventions: Their Development and Implications
- Diverse Experiences (cultural, racial, age, language, ability, socioeconomic status, etc.)

#### **Mythological Beliefs and Heroes (12)**

- Ideals, Dreams and Human Potential
- Folk Tales
- Heroic Stories

#### **Mortality and Morality (12)**

- Scriptures and Sacred Texts
- Perspectives on Death
- Religious Practice, ethics, and morality
- The desire for immortality; the acceptance of mortality

#### **Social Relationships (12)**

- Social Structures and Relationships
- Love and Friendship
- Social Conflict
- Pursuits of Happiness

#### **Textual Analysis and Writing Instruction (6)**

- Literary Analysis
- Logic and Argumentation
  - Formal and informal fallacies
  - Inductive and deductive reasoning
- Improving advanced composition skills

**Total Hours: 54**



## Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

### GCC Major Requirements

Cultural Diversity

### GCC General Education Graduation Requirements

Interdisciplinary Humanities

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

## Resources

Did you contact your departmental library liaison?

No Value

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No Value

Were there any DEIA changes made to this outline?

No Value

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value