

HUMN 54H: HONORS INSTITUTE SEMINAR IN HUMANITIES

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Fall 2020
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	Not open to students with credit in HUMN 34 or 34H.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Students will be able to critically reflect upon the central question raised in the course.
- Students will be able to contrast two perspectives reflecting upon the central question explored in the course.
- Synthesize critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge and make meaning.

Description

A seminar in directed readings, discussions, and projects in humanities. Specific topics to be determined by the instructor.

Course Objectives

The student will be able to:

- analyze the topic in a skillful and thorough manner.
- discuss the topic critically with instructor and other students.
- explain the importance of the topic to the discipline.
- use new vocabulary relevant to the topic.

Course Content

- Readings, discussion, and critical analysis of the various topics.
- Use of primary, secondary texts, artworks and films as appropriate.

Lab Content

Not applicable.

Special Facilities and/or Equipment

No special facility or equipment needed.

Method(s) of Evaluation

- Class participation
- Three or more one-page response papers
- One term paper

Method(s) of Instruction

Lecture and discussion.

Representative Text(s) and Other Materials

Excerpts from the following:

Auslander, Shalom. Hope: A Tragedy. New York, NY: Riverhead Books, 2012.

Jacobs, Janet. Memorializing the Holocaust. New York, NY: I. B. Tauris, 2010.

Kaplan, Brett Ashley. Unwanted Beauty: Aesthetic Pleasure in Holocaust Representation. Urbana/Chigago, IL: University of Illinois Press, 2007.

Apitz, Bruno. Naked Among Wolves. Berlin, Germany: Seven Seas Publishers, 1959.

Jurek Backer. Jakob, the Liar. New York, NY: Harcourt Brace Jovanovich, 1975.

Weiss, Peter. The Investigation. Woodstock, IL: The Dramatic Publishing Company, 1966.

Spiegelman, Art. Maus: A Survivor's Tale: Part I, My Father Bleeds History, Part II, Here My Troubles Began. New York, NY: Pantheon Books, 1985.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

Example of Response paper:

Francisco Goya, The Sleep of Reason Brings Forth Monsters

Turn to the etching on page 346 in our textbook by Francisco Goya. The original caption of the artwork reads:

"Imagination abandoned by reason produces impossible monsters; united with her, she is the mother of the arts and the source of their wonders."

Based upon your understanding of the Enlightenment and Romanticism, how do you interpret this caption? How do the image and the caption reflect upon the critique that Romantic artists directed at the Enlightenment?

Think of your audience for this posting as students new to the subject. Use other art works covered in the lecture or in the textbook (literature, music, painting, etc.) to illustrate or support your argument.

Discipline(s)

Humanities