

# HUMN 6H: HONORS THE SHOCK OF THE NEW: FROM THE MODERN TO THE CONTEMPORARY

## Foothill College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	One of the following: ENGL C1000 or C1000H or ESLL 26; not open to students with credit in HUMN 6.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area 3: Arts & Humanities
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

## Student Learning Outcomes

- Students will be able to explain the relationship between World wars and it's impact as well as influence on modern art and expression.
- Students will explain how stylistic and thematic differences in aesthetic representation between Early Modern and Modern artists reflected the shift brought on by urbanization, alienation and the rapid growth of industry and technology.

## Description

An interdisciplinary and thematic approach to the history of human culture and ideas. Major eras covered include: Modernity (from cubism and expressionism to jazz and film), the Soviet Union and Nazi Germany, the Atomic Age, Post-Colonialism (India, Africa, Latin America, the Middle East), Post-Modernity, and the Digital Age. Class discussions, projects, and lectures address the development of worldviews, moral and ethical values, and the arts in Asia, Europe, the Americas, and Africa throughout the 20th century and beyond. As an honors course, this is a full seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class presentations, group discussions and interactions.

## Course Objectives

The student will be able to:

1. Engage in critical, creative, and independent thinking
2. Stimulate curiosity about intellectual and artistic life
3. Broaden perspectives on the diversity and dilemmas of human experience and knowledge
4. Apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time

5. Explain the relationship between art, social organization, and political institutions in both Western and non-Western contexts
6. Use diverse historical periods and cultural traditions as a framework for a more complex understanding of the contemporary world
7. Analyze cultural production as both instruments of social control and ideological change
8. Develop the habit of learning and responding to new ideas and challenges
9. Think through moral and ethical problems and examine one's own assumptions
10. Improve both oral and written communication, especially through critical reading and analysis
11. Perform in-depth comparative analysis of various periods in the evolution of art representations through human history of the modern times (honors course objective)

## Course Content

1. Toward the Modern Era, the Modernist assault
  - a. The Modernist Revolution from Impressionism, Post-Impressionism, and Fauvism; Pablo Picasso, Matisse, abstract art
  - b. Italian and Japanese Futurism
  - c. Nietzsche and the Freudian Revolution
  - d. Expressionism
  - e. Abstract Expressionism
2. India, China, and Japan
  - a. India: Mughal Conquest to British Rule
  - b. China: Ming and Qing Dynasties
  - c. Japan: Feudal rule, Edo Period, modern Japan (the Meiji)
3. Modernism
  - a. Literary Modernism
  - b. Cubism and Dada
  - c. Surrealism
  - d. Jazz
  - e. Photography and film
4. The impact of African culture on the West
  - a. Liberation from colonization and Westernization
  - b. Racial equality
  - c. Civil Rights Movement
5. Art and politics
  - a. Socialist Realism
  - b. Total war (World War I and World War II in art)
  - c. Holocaust representation: at the limits of reason
6. The Great Depression of America
7. Post-Colonialism
  - a. The Middle East
  - b. Africa
  - c. Latin America
  - d. Islamic quest
8. The global culture
  - a. Post-war angst: Existentialism, theater of the absurd, and the Cold War
  - b. Quest for equality: ethnic, sexual, and gender identity
  - c. Post-Modernity: information, communication, and the Digital Revolution

## Lab Content

Not applicable.

## Discipline(s)

Humanities

## Special Facilities and/or Equipment

When taught as an online section, students and faculty need ongoing and continuous internet and email access.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Three or four objective/subjective mid-term exams  
Three or more one-page response papers  
One term paper  
Final examination

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations

## Representative Text(s) and Other Materials

Fiero, Gloria. The Humanistic Tradition, Book 6, 7th ed.. 2015.

Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Excerpts from primary texts, such as:

Sigmund Freud, Civilization and its Discontents.

Friedrich Nietzsche, Thus Spoke Zarathustra.

Virginia Wolfe, A Room of One's Own: Shakespeare's Sister.

Franz Kafka, A Hunger Artist.

Jean Paul Sartre, Existentialism is a Humanism.

Allen Ginsberg, A Supermarket in California (Poetry).

Art Spiegelman, Maus I.

Isabel Allende, House of Spirits.

Jorge Luis Borges, The Garden of Forking Paths.

Audre Lorde, From a Land Where Other People Live.

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

1. Reading textbook and other material including web: 30 pages a week
2. Continuous essay questions relating to the SLOs: 25-30 pages of writing per quarter
3. Term paper with 2000 words for honors students, to build a scholarly writing research paper project making a comparative analysis of the major periods in the evolution of art from the Modern to the Contemporary era