

COURSE OUTLINE

Humanities 110
Science, Literature, and Human Insight

I. Catalog Statement

Humanities 110 is an interdisciplinary, intercultural, team-taught course in which students further apply the principles of critical thinking and comparative critical analysis in order to better understand the relationships among literature, science, and technology. Through directed reading, class discussion, and writing, students develop logical thought processes enabling them to reason, inductively and deductively, to distinguish fact from judgment, to examine evidence and credibility of sources, to propose new ideas, and to reach logical conclusions. Through their study of literature, students learn about human values, behavior and motivations; through their study of scientific and technological achievements, they learn about the methods and limitations of science. Major historical and contemporary themes linking science and literature are presented for evaluation. Writing instruction focuses on improving advanced composition skills.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for English 101.

II. Course Entry Expectations

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 1

Prior to enrolling in this course, the student should be able to:

1. organize and write thesis-based essays;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. critically analyze selected prose works dealing with important contemporary issues
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
5. gather and organize information through library research;
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work as specified by the English 120 rubric.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. read critically and write critical, thesis-based essays from rhetorical perspectives;
2. compare and contrast relationships between science and literature;
3. analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, propose original ideas, and reach logical conclusions;
4. examine many of the bases for important human values, identify bias and prejudice, and respect the views of others;
5. evaluate objectively the ethics of specific scientific issues, and distinguish between science and pseudo science;
6. develop the skills of literature and language analysis through use of original sources;
7. develop progressively more sophisticated written communication skills emphasizing meaning and substance.

IV. Course Content**Total Faculty Contact Hours = 48 hours**

Instruction in each unit of study includes discussion of reading assignments completed independently outside of class, instruction in writing, and evaluation of writing assignments. These experiences encourage students to analyze, criticize, synthesize and develop new ideas about major themes and issues linking science and literature.

Discussion centers on the significance of scientific discovery and its social or psychological importance in works of literature. Writing assignments emphasizes support of theses from rhetorical perspectives, use and discussion of examples, and the formulation of reasoned conclusions. Essay topics are comparative, requiring knowledge of relationships within, between, and among units of study. Topics also require that students use a sequence of writing skills.

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| A. Ancient explanations of being: creation, evolution, and immortality | 10 hours |
| <ol style="list-style-type: none"> 1. Sumerian, Babylonian, Greek, and other myths-roles of gods and humans; guest theme 2. Biblical accounts-relationships to mythic and scientific accounts 3. Scientific explanations—Theories; extrapolation of evidence; comparative analysis of completeness of mythic and scientific explanations 4. Critical thinking definitions and applications—knowledge and intellectual skills; commitment, attitude, and behavior; the critical spirit; analysis of language (tone and style) used to make claims | |
| B. Precursors of science and constituents of courtly love: the black arts | 10 hours |
| <ol style="list-style-type: none"> 1. Magic, sorcery, and the romantic love story (spells and potions)—legends; codes, customs, and culture; medieval justice and emergence of due process 2. Herbs, poisons, and drugs—symbolism vs chemical composition; “new” and “old” science; coexistence of natural, preternatural, and supernatural 3. alchemy and chemistry—probably and improbable; symbolic | |

4. process using philosophical, religious, and “old” scientific ideas; physical elements of “new” science
 5. Astrology and astronomy—mythology, religion, symbol; prediction; physical observation and measurement
 6. Logical development of scientific hypothesis, theory, and law
- C. Emergence of modern medicine: the healing arts and human human perspectives 10 hours
1. Ancient and modern medicine men—Hippocrates to Bailey; ancient Greek, Arabic, and Medieval European discoveries to contemporary medical breakthroughs
 2. Diseases; famous and infamous—black plague, small-pox, cancer, AIDS
 3. Psychi healing—psychological or measurable effects; appearance and reality; opinion and fact; self-limiting disease
 4. Surgery, antisepsis, and anesthesiology—wound surgery; conquest of pain, understanding of anatomy; problem of infection; compensatory techniques (speed of surgery)
 5. Ethics of medicine—(rights of individual; protection of society; positive and negative effects of experimentation; choice and responsibility; duty to humankind; ethical dilemmas
 6. Logic in decision making and medical diagnoses—probability, statistics; extrapolation from known facts
- D. The mind and its machinations: the conscious 9 hours
1. Hallucinations, visions, dreams, and insanity—causes and effects; limitations of mechanistic theory
 2. Paranormal claims—psychic phenomena; superstition, chance, coincidence, prejudice, bias
 3. Inductive and deductive reasoning—logical fallacies in language and thought; symbol and meaning
 4. False claims and hoaxes—suspension of disbelief; motivations for belief
- E. Technology as hero or villain: the explosion of traditional ethics 9 hours
1. Propaganda—the message, the motive, the techniques and devices; logical fallacies revisited; plausible inferences and reasoned conclusions
 2. Weaponry and warfare—development of sophisticated weapons; espionage; intelligence modes, national security; nuclear warfare
 3. Armament and disarmament—cost; efficacy, feasibility; international arms limitation agreements
 4. Logic in problem solving—analyzing alternatives, assessing impacts of technological advances; understanding the broader view; thinking dialogically and dialectically
 5. Survival—roles of individuals and governments; choices and responsibilities; technology as master or slave; reciprocity and intercultural empathy

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lectures and directed class discussions;
2. team teaching (one instructor from English and one instructor from an additional discipline);
3. student group activities (including discussions, debates, writing assignments and presentations);
4. conferences (individual and group);
5. multimedia supplemental materials;
6. guest speakers;
7. off campus activities (including lectures, events, tours, observational visits and service learning).

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. essays of analysis, evaluation and argumentation;
2. additional writing assignments (including journal entries, reading responses and field notes);
3. preparation for presentations and group projects;
4. research activities.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. essay examinations or other writing assignments (both in and outside of class);
2. peer review activities;
3. oral Presentations or debates.

VIII. Textbooks

Textbooks and/or course readers will relate directly to course content and reflect historical trends and current research in the field.

IX. Student Learning Outcomes

Upon successful completion, the student will be able to:

1. identify, understand, and analyze, evaluate, and synthesize a variety of sources connected to literature and the ethics of scientific issues;
2. compose thesis-based essays which analyze and synthesize information from multiple sources.