

**Course Outline for HUMN 3
INTRODUCTION TO HUMANITIES**

Effective: Fall 2019

I. CATALOG DESCRIPTION:

HUMN 3 — INTRODUCTION TO HUMANITIES — 3.00 units

Introduction to the analysis and appreciation of theater, film, music, poetry, architecture, and the visual arts (e.g. painting and sculpture).

3.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

- Humanities

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Analyze visual art works, including painting, architecture, and sculpture, in terms of formal elements such as line, space, texture, color, medium, and expressive content
- B. Develop a capacity to appreciate musical works and understand how artists achieve unity and variety through the use of rhythm, pitch, melody, texture, harmony, dynamics, tone color, and formal organization
- C. Interpret lyric poetry in terms of formal literary devices, themes, and poetic styles
- D. Examine major structural elements of dramatic art from ancient times to the present
- E. Display recognition of major periods in film history and significant components of film technique

V. CONTENT:

- A. Introduction to the interdisciplinary field of the "Humanities" - its history, its importance, how to approach this course, the history of art criticism and appreciation, and how students relate to the humanities on a personal level.
- B. Exploration of human creativity throughout time - short readings on how and why we create, e.g. from *The Runaway Species: How Human Creativity Remakes the World*.
- C. Introduction to the history and analysis of the visual arts of drawing, painting, prints, mixed media, and photography.
 1. Review of art history timeline.
 2. Introduction to the formal elements and principals of art (such as line, space, texture, color, medium, and expressive content).
 3. Examine various paintings, prints, and photographs from ancient world to contemporary art for formal elements and expressive content.
- D. Introduction to the history and analysis of the visual art of sculpture.
 1. Introduction to sculptural dimensionality and methods of execution.
 2. Introduction to the formal elements and principals of sculpture for analysis.
 3. Examine sculptures from ancient world to contemporary art for formal elements and expressive content.
- E. Introduction to the history and analysis of architecture as an art form.
 1. Introduction to the history of architectural styles.
 2. Introduction to the structural and aesthetic components of architecture.
 3. Introduction to the formal elements and principals of architecture.
 4. Examine examples of architecture from the ancient to contemporary worlds for formal elements and expressive content.
- F. Introduction to the history and analysis of music as an art form.
 1. Review history of music and major musical forms (from early music to contemporary examples).
 2. Introduction to the basic building blocks of music.
 3. Analysis of musical works for formal and expressive elements.
- G. Introduction to the history and analysis of literature as an art form.
 1. Introduction to major literary genres and their function in society over time.
 2. Identify literary techniques in short stories, and poetic devices in epic, lyric, and/or modern poetry.
 3. Appreciation of the ways in which literature stimulates our senses and appeals to us through the medium of words.

- H. Introduction to the history and analysis of theater, dance, film, and TV as dramatic performative art forms.
 1. Introduction to major forms of theater (tragedy, comedy, and melodrama), their history and major conventions.
 2. Introduction to major dance forms and their corresponding elements.
 3. Introduction to the evolution of film and television as modern art forms, their major genres, their formal elements, and their impact on society.
 4. Formal and thematic analysis of one play (ancient Greek, Shakespeare, or modern) and one film.
 5. Compare and contrast the structure and content of plays and films.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** - Instructor-guided discussion of readings.
- C. **Classroom Activity** - In-class reading aloud of poetry and plays
- D. **Audio-visual Activity** - Viewing of plays and films or film clips and follow-up analysis and discussion.
- E. **Audio-visual Activity** - In-class and out-of-class listening to musical selections and follow-up analysis and discussion.
- F. **Classroom Activity** - Small group discussions.
- G. **Field Trips** - Instructor-led field trip to local art museum, with option for student to attend alternate museum on their own.
- H. **Lecture** - Occasional lectures by instructor on the major aspects of each chapter, historical context, or specific examples of works of art.

VII. TYPICAL ASSIGNMENTS:

- A. Reading
 1. Study the lyrics of several troubadour or folk songs and contemporary rock or rap songs and be prepared to discuss the similarities and differences.
 2. Be prepared to discuss the imagery of love in the poems of Petrarch and Shakespeare.
- B. Writing
 1. Weekly short responses on in-class activities.
 2. At least 3 short essays (1-2 pages) on specific artists (painters, architects, sculptors, composers, etc.) in which students demonstrate their ability to use the terms discussed in class to analyze works of art.
- C. Listening and viewing
 1. Analyze a short (2-3 minute) clip from a chosen film.
 2. Analyze a short (2-3 minute) musical selection.
- D. Collaborative learning
 1. Small group oral presentation of portions of a play.
 2. Small group presentation on the analysis of lyric poems, songs, paintings, etc.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
At least 2 per semester.
- B. Quizzes
At least 2 per semester.
- C. Research Projects
At least 2 short research essays per semester.
- D. Oral Presentation
Frequent small group presentations
- E. Projects
At least one creative project (students create works of art), possibly a capstone final project.
- F. Field Trips
At least one field trip to an art museum and/or theatrical performance.
- G. Group Projects
Frequent small group projects, possible work on creative project in group format.
- H. Class Participation
Weekly.
- I. Class Work
Weekly.
- J. Home Work
Weekly.

IX. TYPICAL TEXTS:

1. Fiero, Gloria K. *Landmarks in Humanities*. 4th ed., McGraw-Hill, 2017.
2. Janaro, Richard Paul, and Thelma C. Altschuler *The Art of Being Human: The Humanities as a Technique for Living*. 11th ed., Longman/ Pearson Higher Education, 2016.
3. Sporre, Dennis J. *Reality Through the Arts*. 8th ed., Pearson Prentice Hall, 2012.
4. *Romeo and Juliet*. Penguin Classics ed., Penguin Classics, 2016.
5. Sporre, Dennis . *Perceiving the Arts*. 11th ed., Pearson, 2015.
6. Brandt, Anthony , and David Eagleman. *The Runaway Species: How Human Creativity Remakes the World*. 1st ed., Canongate, 2017.

X. OTHER MATERIALS REQUIRED OF STUDENTS: