

CATALOG INFORMATION

Dept and Nbr: HUMAN 4.2 Title: WESTERN CULTURE
Full Title: Western Culture: Arts, Ideas, and Values
Last Reviewed: 11/28/2016

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
An interdisciplinary approach to the study of the arts, ideas, and values of Western culture. The course will focus on the visual arts, drama, music, literature, philosophy, and religion within a cultural context. The course will cover the Baroque, Neoclassical, Romantic, Modern, and Postmodern periods (1600 to today).

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: An interdisciplinary approach to the study of Western Culture from the Baroque through the Modern period. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 1A or equivalent
Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	E	Humanities		Fall 1998	
CSU GE:	Transfer Area			Effective:	Inactive:
	C2	Humanities		Fall 1998	
IGETC:	Transfer Area			Effective:	Inactive:
	3B	Humanities		Fall 1998	
CSU Transfer:	Transferable	Effective:	Fall 1998	Inactive:	Fall 2023
UC Transfer:	Transferable	Effective:	Fall 1998	Inactive:	Fall 2023

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

In this course, the student will:

1. Identify the major artists, writers, and thinkers of these periods of Western culture.
2. Demonstrate a grasp of the chronological development of Western culture.
3. Analyze representative works of visual arts, drama, music, literature, philosophy, and religion.
4. Compare and contrast the style of works of successive periods of Western culture.
5. Examine their own ideas, values, and beliefs and determine how these relate to the heritage of Western culture.
6. Integrate ideas, patterns, and information from two or more disciplines.
7. Demonstrate in writing the ability to analyze, compare and contrast, to weigh philosophical arguments, to examine values, and to integrate materials from several disciplines.

Topics and Scope:

1. The course will focus on the arts, ideas, and values of Western culture.
2. The course will use representative primary texts, including primary works of literature, visual arts, music, drama, film, and/or philosophy/religion.
3. The course will proceed chronologically or thematically and will encompass Western Culture from approximately 1600 A.D. through today, including the cultural eras of the Baroque, the Neoclassical,

the Romantic, the Modern and the Post-modern.

4. The course will focus on works of enduring significance in Western Culture and on the legacy or heritage of Western culture in today's world.
5. Representative primary texts:
Literature: Representative examples of literature such as Milton, Fielding, Richardson, Austen, Balzac, Bronte, Dickens, Dostoevsky, Flaubert, Hugo, Tolstoy, Melville, Twain, Faulkner, Sartre, Camus, Kafka, Proust, Borges, Garcia Marquez, Solzhenitsyn, Baldwin, Wright, Ellison, Morrison, Kingston.
Poetry. Representative examples of poetry such as Pope, Shelly, Byron, Wordsworth, Elliot, Yeats, Dickenson, Whitman, Paz, and Neruda.
Theater: Representative examples such as Corneille, Moliere, Racine, Ibsen, Chekov, Brecht, Cocteau, O'Neill, or Beckett.
Film. Representative examples of film by directors such as Chaplin, Ford, Hitchcock, Huston, Welles, Bunuel, Renoir, Fellini, Rossellini, or Bergman.
Philosophy and Social/Political thought: Representative examples of philosophical thought, such as Bacon, Locke, Hobbes, Rousseau, Smith, Voltaire, Kant, Marx, Mill, Freud, Nietzsche, De Beauvoir, Friderich, Fanon, Foucault, or Bakhtin.

Assignment:

Assignments typically will include:

1. Careful reading and analysis of assigned primary texts.
2. Reading assignments in humanities textbook or supplemental readings to establish cultural context.
3. Examinations, including quizzes, mid-term, final, and/or take-home exams.
4. Written essays requiring students to analyze representative works of literature, art, music, and philosophical/religious thought or requiring students to compare and contrast, integrate ideas, or examine ideas, values and beliefs.
5. Participation in cultural activities, and response papers or reviews (including field trip option).
6. Creative projects (optional, depending on instructor).

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Essay exams, Term papers, Essays, Take-home essay exams

Writing 50 - 80%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
None	Skill Demonstrations 0 - 0%
Exams: All forms of formal testing, other than skill performance exams.	
Multiple choice, True/false, Matching items, Completion, Short answer	Exams 15 - 45%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Field trips, cultural activities, and/or creative projects	Other Category 5 - 20%

Representative Textbooks and Materials:

Roy Mathews and F. DeWitt Platt: The Western Humanities, 3rd edition (Mayfield, 2001)
 William Fleming: Arts and Ideas, 9th edition (Harcourt Brace, 1995)