

SYLLABUS

TITLE:	Humanity's origins: development and echoes
CODE:	GCC 101
PREREQUISITES:	N/A
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

In this course, students will stimulate their critical thinking skills through the study of the origin and development of the human being until the sixteenth century, with emphasis on the bioanthropological perspective. It will also study the economic, social, and cultural implications of this period. The course also integrates a reflection on the representative literary, plastic, and musical works of the time into the historical and political discussion.

JUSTIFICATION

This course offers a reflective experience on the historical trajectory of humanity's main chapters, from the Neolithic period to the Scientific Revolution, and promotes the development of a responsible and critical worldview.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**
- **Communication**

OBJECTIVES

After completion of the course, students will be able to:

1. Know the principles of the Humanities and their impact on human endeavors.
2. Identify various explanations about the origin of the human being.
3. Understand social development from the Neolithic Revolution to the Renaissance.

4. Distinguishing colonial relations from the fifteenth century onwards.
5. Recognize the role of scientific knowledge in the interpretation of reality.

CONTENTS

- I. Principles of the Humanities and their applicability
 - A. History
 - B. Religion
 - C. Arts
- II. The origin of the human being
 - A. Cosmogonies or founding myths
 - B. Great religions
 - C. Scientific thought: origin and evolution
- III. Social development and construction from the Neolithic to the Renaissance
 - A. Economy
 - B. Gender and class
 - C. Prejudices and the construction of the Other
 - D. Art
- IV. Modern empires and power from the fifteenth century onwards
 - A. Metropolis / Colony
 1. Spain
 2. Portugal
 3. France
 4. England
 5. Netherlands
 - B. Implications and effects
 1. Colonialism and migration
 2. Syncretism
 3. Transculturation
- V. A new explanation of the world: the Scientific Revolution of the sixteenth century
 - A. Context
 - B. Characteristics
 - C. The search for "truth" in science
 - D. Science and art

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Flipped classroom: critical analysis of readings
- Role playing: debates and representations
- Collaborative learning
- Implementation of graphic organizers: maps, timelines, etc.

EVALUATION

Participation	25%
Compositions	25%
Partial assignments	25%
Final work or project	<u>25%</u>
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

Beltrán, A. (1998). *Revolución científica, renacimiento e historia de la ciencia*. Siglo Veintiuno Editores.

Beorlegui, C. (2011). *La singularidad de la especie humana: de la hominización a la humanización*. Publicaciones de la Universidad de Deusto.

Blaut, J. M. (1992). *1492 the debate on colonialism, eurocentrism, and history*. Africa World Press.

Homero. (1972). *La iliada*. W.M. Jackson.

Hubbard, R., & Wald, E. (1999). *Exploding the gene myth: How genetic information is produced & manipulated by scientists, physicians, employers, insurance companies*. Beacon.

- Hurault, B. (2005). *La Biblia*. San Pablo.
- Kleinschmidt, H. (2009). *Comprender la Edad Media: la transformación de ideas y actitudes en el mundo medieval*. Ediciones Akal.
- Lewis-Williams, J. D., & Pearce, D. G. (2014). *Dentro de la mente neolítica: conciencia, cosmos y el mundo de los dioses*. Ediciones Akal.
- Memmi, A. (1996). *Retrato del colonizado: precedido por el retrato del colonizador*. Ediciones de la Flor.
- Naso, P. O. (2012). *Las metamorfosis*. Gredos.
- Olarte, M. N. (n.d.). *Las máquinas del imperio y el reino de Dios: reflexiones sobre ciencia, tecnología y religión en el mundo atlántico del siglo XVI*. Universidad de los Andes.
- Oparin, A. I. (2013). *Genesis and Evolutionary Development of Life*. Elsevier Science.
- Pocock, L. (2019). The War on humanity - the ongoing socio-economic and socio-political history of the world. *Middle East Journal of Business*, 14(3), 3–25.
<https://doi.org/10.5742MEJB.2019.93672>
- Ruiz de la Peña, J. L. (2006). *Teología de la creación*. Sal Terrae.
- Schwanitz, D. (2006). *La cultura todo lo que hay que saber*. Taurus.
- Smith, A. (1999). *La riqueza de las naciones*. Folio.
- Sorondo, G. S. (2011). *Historia oculta de la conquista de América*. Ediciones Nowtilus.
- Valero, S. F. (2017). *Breve historia de la mujer*. Nowtilus.
- Wooton, D., & Ros, J. (2017). *La invención de la ciencia: Una nueva historia de la revolución científica*. Crítica.
- Ximénez, F. (2011). *Popol vuh*. Plaza Editorial.

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

All rights reserved | Sagrado | November, 2022