

## SYLLABUS

<b>TITLE:</b>	Human Beings and the Humanization of their Circumstances
<b>CODING:</b>	HUM 111
<b>PREREQUISITE:</b>	N/A
<b>CREDITS:</b>	3 credits   45 contact hours   1 term

### DESCRIPTION

Panoramic view of four major topics that are particularly important in today's world, namely: identity, power, intellectual movements, and contemporary problems. This course aims to familiarize students with these very important chapters of human history from a reflective and critical point of view. The purpose is to understand part of today's conflictive reality while meditating on how to overcome our prejudices. The course aims to stimulate critical thinking in students through the problematization of the selected texts. Through the analysis of the readings assigned in class, students will come across the different views on the relationship between human beings and society at different times in history, with special attention to the period stretching from the Renaissance to the present.

### JUSTIFICATION

University students need knowledge and reflective experience on the history of the main chapters of contemporary culture. In addition, they require a certain relationship with problems that are inescapable to them, such as ethnic questions or the environmental situation. This course offers that thematic experience for our students to develop a more conscious and critical view of the world and to perform better in it. The course will emphasize the continuous effort to establish a more humane society.

### COMPETENCIES

The course develops the following competencies in the student:

- **Critical questioning**
- **Ethical sense and social justice**
- **Research and exploration**

## OBJECTIVES

At the end of the course, the student will be able to:

1. Identify the various explanations that have been offered for the origin of the universe.
2. Understand the origins of some prejudices, such as ethnic and gender bias.
3. Understand certain problems in today's world that affect humanity, for example, violence and environmental deterioration.
4. Explain different dominant cultural currents in the Western world from the 16th century to the present.
5. Value self-reflection as a vehicle for improvement.
6. Apply the knowledge acquired to Puerto Rico's present and future.

## CONTENTS

- I. Identity
  - A. Origin of the Universe and of Human Beings
    1. The Bible
    2. Evolutionism
    3. The Big Bang
  - B. Human Nature: Reflection on How Human Beings have responded and Studied these Theories in Relation to the Cosmos and our Existence
- II. Power
  - A. Liberation and Oppression. From Antiquity to the Religious Crisis of the 16<sup>th</sup> and 17<sup>th</sup> centuries
    1. Patriarchy. Exposing possible explanations for the emergence of patriarchy and the implications it has had in historical development
    2. Intolerance throughout History. Explaining how, throughout the Evolutionary Process of Humanity, there have been Episodes of Violence, Subjugation, Discrimination, and Marginalization due to Different Considerations
    3. Marginalization on the basis of:
      - a. Gender
      - b. Ethnicity
      - c. Religion
  - B. Contributions of Ancient, Medieval, and Renaissance Cultures to Posterity
    1. Philosophy
    2. Art

3. Literature: theater, poetry, essays, etc.
  4. Science
  5. Technology
- III. Cultural Movements
- A. Enlightenment
    1. Ideas: rationalism, rights, freedom
    2. Figures: Voltaire, Rousseau, Montesquieu, Mary Wollestonecraft, and others
  - B. Romanticism
    1. Principles: feeling, emotions...
    2. Nature
    3. Exponents: Goethe, Byron, Dickens, Bécquer, Mary Shelley, and others
  - C. Socialism and Nationalism
    1. Marxism and anarchy
    2. Nationalism in Europe
  - D. Modernism
    1. José Martí, Rubén Darío, José Enrique Rodó, etc.
    2. Ideas and importance
  - E. Existentialism
    1. Postulates
    2. Currents: German, French, and others
    3. Representatives: Sartre, Camus, Heidegger, Jaspers, and others
  - F. Postmodernism
    1. Postulates
    2. The current debate
  - G. Science in the 20th Century
    1. Albert Einstein's scientific contribution
    2. The origin of the expanding universe theory
    3. Significant scientific advances: DNA, nuclear physics, Internet, etc.
    4. Great scientific theorists: Heisenberg, Hawking, and others
- IV. Contemporary Problems
- A. Ecological
  - B. Political
  - C. Scientific
  - D. Economic
  - E. Scale of values

## METHODOLOGY

The following active learning methodology strategies are recommended:

- Conferences
- Critical analysis
- Panels
- Presentations

## EVALUATION

Partial work/short tests	40%
Compositions (readings, videos, music)	25%
Participation	15%
Project or exam (Final evaluation)	<u>20%</u>
<b>TOTAL</b>	<b>100%</b>

## LEARNING ASSESSMENT

The institutional assessment rubric will be applied to the core activity of the course.

## BIBLIOGRAPHY

*Genesis 1-3*

Origen del Universo – Big Bang, [www.youtube.com/watch?v=Dm4nCSPL60k](http://www.youtube.com/watch?v=Dm4nCSPL60k)

"Breve historia de la filosofía griega" [www.filosofia.net/materiales/rec/griega.htm](http://www.filosofia.net/materiales/rec/griega.htm)

Seneca. On the Shortness of Life (fragments)

"El pensamiento de la Edad Media"

<http://jesusmesiasarticulos.blogspot.com/2008/03/el-pensamiento-de-la-edadmedia.html>

Gould, Stephen Jay. "El cerebro de las mujeres". El pulgar del panda. Reflexiones sobre historia natural y evolución, Barcelona, CRITICA (Grijalbo Comercial, S.A.), 1994, pp. 131-136. <http://www.scribd.com/doc/111225549/Gould-El-Cerebro-de-Las-Mujeres>

Carta del Jefe Seattle al Presidente de los Estados Unidos

[www.ciudadseva.com/textos/otros/seattle.htm](http://www.ciudadseva.com/textos/otros/seattle.htm)

Sophocles. Antigone

<http://cursosenlinea.sagrado.edu/mod/resource/view.php?id=135339>

Hernández Román, N. (2009) *Charles Darwin: vida y pensamiento a doscientos años de su nacimiento*, (ponencia USC).

Machiavelli, Niccolo. "De qué modo los príncipes deben cumplir sus promesas," *El príncipe*

[http://cursosenlinea.sagrado.edu/pluginfile.php/86679/mod\\_resource/content/0/Module2/resources/ElPrincipedeNicolasMachiavelli.pdf](http://cursosenlinea.sagrado.edu/pluginfile.php/86679/mod_resource/content/0/Module2/resources/ElPrincipedeNicolasMachiavelli.pdf).

La Ilustración, <http://www.youtube.com/watch?v=jWDz8BYhg3Y>

El romanticismo, <http://www.youtube.com/watch?v=htMLijBG8nc>

Shakespeare, William. Hamlet, "To Be or Not To Be",

<http://cursosenlinea.sagrado.edu/mod/page/view.php?id=137109&inpopup=1>

Calderón de la Barca, Pedro. *La vida es sueño*, Segismundo's monologue

<http://cursosenlinea.sagrado.edu/mod/page/view.php?id=137110&inpopup=1>

Darío, Rubén. *Canción de otoño en primavera*, <http://www.poesi.as/rd190500.htm>

Martí, José. *Versos sencillos*, 1891 – Some verses

<http://www.literatura.us/marti/sencillos.html>

More informational resources related to the course topics can be found on the library's website at <http://biblioteca.sagrado.edu/>.

## **REASONABLE ACCOMMODATION**

For detailed information on the process and required documentation, visit the appropriate office. To ensure equal opportunities in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, all students in need of reasonable

accommodation services or special assistance must complete the process established by the Vice President 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.

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