

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

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- 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 HONESTY, FRAUD, AND PLAGIARISM

Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a zero in the evaluation and/or repetition of the assignment, an F(*) in the course, suspension, or expulsion as established in the document *Política de Honestidad Académica* (DAEE 205-001) effective in August 2005.

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