

Syllabus for  
**HUM 213 Modern Humanities I**  
3 Credit Hours  
Summer 2009

I. COURSE DESCRIPTION

Focuses on human culture between 1650 and 1850 and reflects the modern search for reality and truth by people living then. Includes history, ideas, and institutions in the human search for meaning and purpose in life. (Honors sections are available for this course.)

Prerequisites: None.

Following is a description of the entire humanities general education program: The overall program consists of four courses—Humanities 111, 112, 213, 214—that total 12 semester hours and normally are taken in four semesters.

Content includes a history of Western civilization, world literature, art, and music, each in relationship with the other. The intent is to portray successive generations of human beings in their search for meaning in the universe and within themselves. The inquiry probes man's history, philosophy, arts, literature, science, and technology. The framework ranges from the social, political, and economic institutions to the image of man and of God Himself.

II. COURSE GOALS

- A. The key issue is the following: Students must understand the meaning of a charismatic or Pentecostal worldview and image of man and, as Christians, believe that human beings are created in the image of God, living in a universe created by God for His purposes. **ORU graduates must understand, and transform these areas in the manner described by Paul in Romans 12:1-2.** This includes the political and social order; scientific-theological- philosophical patterns; the values of literature; standards of aesthetics, beauty, and goodness; as well as social and economic systems.
- B. Study in humanities enables students to understand the potential wholeness of life—one of the fundamental goals of ORU. In contrast to such wholeness, modern civilization is afflicted with a malaise, to a great extent the effect of fragmenting human experience. Overspecialization in education is rooted in the period of the 19th century, associated with the splintering of the liberal arts tradition in favor of ever-expanding vocational training and professional education. Fragmentation in education has led to fragmented and alienated human beings whose identity lies in "what" they are—teachers, doctors, lawyers, welders, mechanics, shopkeepers—rather than "who" they are—beings with souls, minds, and bodies, created in the image of God.
- C. In contrast, the Humanities program here is based on the belief that all of the areas—liberal arts and professional—are important to "wholeness," in education and in life. The liberal arts qualify a human being to live as a free individual: they provide a value framework, and they examine traditions that clarify the sort of discipline required for genuine freedom. On the other hand, professional studies—medicine, law, business, and theology—are requisite for individuals who must face and master the complexities of modern life. Adequate education must include both areas to bring to maturity "whole" human beings. Graduates must be first humans, created in the image of God, and, at the same time, be mature problem-solvers in the business of living.

### III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

#### A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Discuss the Enlightenment Movement
2. Discuss the effects of the Enlightenment Movement
3. Discuss the rise of Constitutional, Limited Monarchies vs. Absolutism
4. Discuss the Romantic Movement and rise of Liberalism
5. Discuss the effects of the Romantic and Liberal Movements
6. Discuss the rise of the Industrial Revolution
7. Discuss the rise of modern nation states and nationalism
8. Discuss significant literary, aesthetic, philosophical, economic, social, theological and scientific trends of the mid-17<sup>th</sup> through the mid-19<sup>th</sup> centuries

#### B. As a result of successfully completing this class, students will be able to demonstrate understanding of factual information about the period 1660-1850 by passing objective, short answer or essay exams as well as a comprehensive final.

#### C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

- SC 1: Compares and contrasts differing sets of ideas, personalities, and institutions of world cultures and major historical periods.
- SC 2: Analyzes the cause and effect of relationships, multiple causation and perspectives, including the importance of the individual on historical events.
- SC 3: Analyzes the influence of the past on the present and uses a knowledge of history and geography to anticipate and plan for the future, evaluating alternative courses of action.
- SC 4: Interprets given historical data in order to evaluate information in its context.
- SC 6: Applies the skills of analysis, interpretation, research, and decision-making to develop an understanding of history and geographic concepts.

### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

#### A. Required Materials

1. Textbooks  
Sayre, Henry M. The Humanities: Culture, Continuity & Change. New Jersey: Pearson-Prentice Hall Publishing, 2008
2. Other: None.

#### B. Optional Materials

1. Textbooks: None.
2. Other: None

## V. POLICIES AND PROCEDURES

### A. University Policies

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

### B. Course Policies and Procedures

1. Evaluation Procedures  
Grading - Percentages Required:  
A - 90-100%  
B - 80-89%  
C - 70-79%  
D - 60-69%  
F - 0-59%  
Each professor will determine the percentage of the ePortfolio assignment.
2. Whole Person Assessment Requirements
  - a. The ePortfolio assignment is an Ethical Dilemma Paper which will be assigned and explained by each individual professor. The rubrics for this assignment are in the ePortfolio Handbook.
  - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Absences will be uniformly penalized in the following manner, with only one exception—an administrative excuse. A total of three absences are allowed. Additional absences are penalized at the rate of three points per absence, beginning with the fourth absence. Three tardies are equivalent to one absence.

## VI. COURSE CALENDAR

| DAYS               | READINGS                      | NOTES                                   |
|--------------------|-------------------------------|---|
| <b>Orientation</b> | The Humanities<br>As assigned | Intro, Course Overview,<br>Expectations |
| <b>1</b>           | Θ                             |   |
| <b>2</b>           | The Humanities, As assigned   |   |
| <b>3</b>           | Θ                             |   |
| <b>4</b>           | The Humanities, As assigned   |   |
| <b>5</b>           | Θ                             |   |
| <b>6</b>           | The Humanities, As assigned   |   |
| <b>7</b>           | Θ                             |   |
| <b>8</b>           | The Humanities, As assigned   |   |
| <b>9</b>           | Θ                             |   |
| <b>10</b>          | The Humanities, As assigned   |   |
| <b>11</b>          | Θ                             |   |
| <b>12</b>          | The Humanities, As assigned   |   |
| <b>13</b>          | Θ                             |   |
| <b>14</b>          | The Humanities, As assigned   |   |
| <b>15</b>          | Θ                             |   |

**Course Inventory for ORU's Student Learning Outcomes**  
**Modern Humanities I--HUM, 213**  
**(Summer 2009)**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| <b>OUTCOMES &amp; Proficiencies/Capacities</b> |  | <b>Significant Contribution</b> | <b>Moderate Contribution</b> | <b>Minimal Contribution</b> | <b>No Contribution</b> |
|--|--|---------------------------------|------------------------------|-----------------------------|------------------------|
| <b>1</b>                                       | <b>Outcome #1 – Spiritually Alive</b><br>Proficiencies/Capacities      |                                 | <b>x</b>                     |                             |                        |
| 1A   | Biblical knowledge   |                                 | x                            |                             |                        |
| 1B   | Sensitivity to the Holy Spirit   |                                 | x                            |                             |                        |
| 1C   | Evangelistic capability  |                                 | x                            |                             |                        |
| 1D   | Ethical behavior   |                                 |                              | x                           |                        |
| <b>2</b>                                       | <b>Outcome #2 – Intellectually Alert</b><br>Proficiencies/Capacities   |                                 |                              |                             | <b>x</b>               |
| 2A   | Critical thinking  |                                 |                              |                             | x                      |
| 2B   | Information literacy   |                                 |                              | x                           |                        |
| 2C   | Global & historical perspectives                                       |                                 |                              |                             | x                      |
| 2D   | Aesthetic appreciation   |                                 |                              |                             | x                      |
| 2E   | Intellectual creativity  |                                 |                              |                             | x                      |
| <b>3</b>                                       | <b>Outcome #3 – Physically Disciplined</b><br>Proficiencies/Capacities |                                 | <b>x</b>                     |                             |                        |
| 3A   | Healthy lifestyle  |                                 | x                            |                             |                        |
| 3B   | Physically disciplined lifestyle                                       |                                 | x                            |                             |                        |
| <b>4</b>                                       | <b>Outcome #4 – Socially Adept</b><br>Proficiencies/Capacities         |                                 |                              |                             | <b>x</b>               |
| 4A   | Communication skills   |                                 |                              |                             | x                      |
| 4B   | Interpersonal skills   |                                 |                              |                             | x                      |
| 4C   | Appreciation of cultural & linguistic differences                      |                                 |                              |                             | x                      |
| 4D   | Responsible citizenship  |                                 |                              |                             | x                      |
| 4E   | Leadership capacity  |                                 |                              | x                           |                        |