

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California**

Course of Study

**HUMANITIES
Classical Strand**

I. INTRODUCTION

- A. This is a one-semester elective course for upper division students who are interested in exploring some of the central questions in the human experience (e.g., What is the good life? What are good and evil?). The course will focus primarily, but not exclusively, on issues and ideas expressed through literature and art. It may be organized either chronologically or thematically, using significant works from a variety of genres and periods.

Selecting large ideas (e.g., Nature, Religion, Beauty, Truth, Love, The Good Life, Time, Education) is useful in order to allow students to immerse themselves in the human situation. Attempts will also be made to assist students in relating their specific experiences to the more general.

Finding "answers" in any final sense is not the point. Rather, exposure and exploration is the aim. The emphasis will be on the quest for the truth, rather than on any authoritarian assertion of the truth, and on the examination of truths others have found in other times and in other conditions. The student will be encouraged particularly to discover, to feel, to think, to communicate and, perhaps, to dream.

- B. This course addresses the following District student learning outcomes which ask students to:

- #1. communicate articulately, effectively, and persuasively when speaking and writing;
- #2. read and analyze material in a variety of disciplines;
- #4. demonstrate knowledge of the rights and responsibilities of the individual in a democratic society;
- #10. analyze and propose solutions to contemporary issues using a variety of perspectives;
- #11. interpret, experience, create and/or perform artistic work;

- #13. participate in community, social, civic, or cultural service;
- #14. demonstrate knowledge, skills and self-discipline necessary to achieve and maintain physical and emotional well-being.

Humanities will contribute to the attainment of the following Tam 21st Century Goals,

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- develop respect and understanding for the diversity of our community;
- understand individual and cultural differences;
- take responsibility for self and community.

C. This course continues the sequential learning established in freshman and sophomore English classes, and makes direct connection to the curriculum in art, philosophy and psychology courses.

D. It is often said that the Humanities make people more human. Our concern will be the quest for humanity through ideas, the contention being that all ideas in culture have claim to consideration, although not all will be, nor indeed should be, considered within the framework of a given course structure.

The goals of this course include the following:

1. identify and examine significant forces and ideas which have shaped man's existence, and to begin to understand oneself and one's place in the world, thus, achieving a degree of self-definition through an exploration of the definition of man;
2. explore the forms of expression which contain most of mankind's great ideas;
3. study ideas and concepts on an interdisciplinary level;
4. read broadly in works which probe man's condition, and to strive toward the understanding of what constitutes a meaningful life;
5. promote clarity in self-expression;

6. respond to literature with open-mindedness;
7. use critical thinking skills in analyzing and interpreting literature;
8. understand the connection between writing and thinking through regular practice of the steps in the writing process.

II. STUDENT LEARNING OUTCOMES

1. Writing:
 - a. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
 - b. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
 - c. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
 - d. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
 - e. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
 - f. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
 - g. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);

- h. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

2. Literature/Reading:

- a. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);
- b. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
- c. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
- d. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
- e. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

3. Speaking and Listening:

When speaking, students will:

- a. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
- b. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
- c. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);

- d. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
- e. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

- a. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
- b. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

C. Student Assessment:

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

See the Humanities Resource Binder for sample assessments

D. Course Assessment

Humanities will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teacher on a regular basis.

III. METHODS AND MATERIALS

A. Methods:

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation. See the introduction to the Upper Division program for specifics on the writing modes.

B. Literature:

Every teacher of Humanities will teach a selection of the following titles to guarantee consistency throughout the district. Each student will read at least four major works per semester, with required reading including a variety of short stories, poems, novels, and nonfiction.

Core Selections

Frankl, Victor	<i>The Bible</i>
Hesse, Herman	<i>Man's Search for Meaning</i>
Kesey, Ken	<i>Siddhartha</i>
Shakespeare, William	<i>One Flew Over the Cuckoo's Nest</i>
	Selected poems
	<i>Twelfth Night</i>
Sophocles	<i>Oedipus at Colonus</i>
Sebranek, Patrick, ed.	Writers Inc.
Vonnegut, Kurt	<i>Slaughterhouse Five</i> *
Wiesel, Elie	<i>Night</i>

* also American Literature

Supplemental Selections

Adler, Mortimer	<i>Great Ideas from Great Books</i>
Anouilh, Jean.	<i>Antigone</i>
Aristophanes	<i>Lysistrata</i>
Aristotle	Selections
Cervantes, Miguel	<i>Don Quixote</i>
Dante	<i>The Inferno</i>

Dostoevsky, Fyodor	<i>The Brothers Karamazov</i>
Fanon, Franz	<i>Black Skin, White Mask</i>
Frost, Robert	Selected poems
Hale, Janet	<i>The Owl's Song</i>
Heaney, Seamus	<i>Beowulf</i>
Ionesco, Eugene	<i>Bald Soprano</i>
Kubler-Ross, Elizabeth	<i>On Death and Dying</i>
Li Po	Selected poems
	<i>The Koran</i>
Malamud, Bernard	<i>The Assistant</i>
Mann, Thomas	<i>Felix Krull</i>
Marlowe, Christopher	<i>Dr. Faustus</i>
Mistral, Gabriela	Selected poems
Moody, Ralph	<i>Life After Life</i>
Ninh, Bao	<i>The Sorrows of War</i>
Plato	"The Last Days of Socrates" from Phaedo
	<i>Goodbye Columbus</i>
Roth, Philip	<i>The God of Small Things</i>
Roy, Arundhati	Selected poems
Sachs, Nelle	<i>Safe Area Gorazde: The War in Eastern Bosnia 1992-1995</i>
Sacco, Joe	Selected poems
	<i>No Exit</i>
Sappho	Selected plays
Sartre, Jean Paul	<i>For Colored Girls Who Have Considered Suicide (When The Rainbow is Enuf)</i>
Shakespeare, William	<i>Frankenstein</i>
Shange, Ntozake	<i>Civil Disobedience</i>
	<i>Anna Karenina</i>
Shelley, Mary	Selected works
Thoreau, H. D.	<i>People of the Valley</i>
Tolstoy, Leo	
Virgil	
Waters, Frank	

IV. GENERAL INFORMATION

- A. Humanities is an upper division elective course open to juniors, seniors and second semester sophomores. There are no prerequisites.
- B. The course meets half of the District requirement of two Classical Strand courses.
- C. This course satisfies the U.C. entrance requirement for an upper division English class.

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