

# HUM-1020: THE INDIVIDUAL IN SOCIETY

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## Cuyahoga Community College

**Viewing: HUM-1020 : The Individual in Society**

**Board of Trustees:**

MAY 2025

**Academic Term:**

Fall 2025

**Subject Code**

HUM - Humanities

**Course Number:**

1020

**Title:**

The Individual in Society

**Catalog Description:**

Introduction to works of art, philosophies, and scientific views that portray, explain, and evaluate positions and interactions of individuals in society. Lectures, performances, exhibits, and multi-media presentations.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

**Lab Hour(s):**

0

**Other Hour(s):**

0

## Requisites

**Prerequisite and Corequisite**

ENG-0995 Applied College Literacies, or appropriate score on English Placement Test; or departmental approval.

Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements.

## Outcomes

**Course Outcome(s):**

Acquire a deeper knowledge and appreciation of our efforts and achievements to accommodate the well-being of individuals in ordered societies as expressed in the arts, world literature, social theories, history, and philosophy.

**Essential Learning Outcome Mapping:**

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.  
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Discuss in depth the cultural and historical foundations of significant periods in human history through the lens of the humanities. (Example: The Renaissance or the Industrial Revolution using paintings, literature, and philosophy of the given time period.)
2. Present the cultural and historical foundations of significant periods in human history using artifacts that illustrate the art and literature of the period in question.

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**Course Outcome(s):**

Develop an analytic and critical ability to compare the relative merits of social answers.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Discuss and compare texts that present contrasting visions of a "good" or "just" society. (Example: Essays about the social contract or selections from Plato's Republic.)
2. Critically reflect on the arguments for a given vision of a "good" or "just" society as presented in recommended texts.

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**Course Outcome(s):**

Search for a better environment and promote such an environment.

**Essential Learning Outcome Mapping:**

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

**Objective(s):**

1. Describe one's living environment and its unique challenges and opportunities.
2. Explain how the course content provides insights as to how to promote a just and vital community.
3. Illustrate how the cultural assets in one's community will improve the living environment.

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**Course Outcome(s):**

Recognize cultural and social opportunities in the community.

**Essential Learning Outcome Mapping:**

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.  
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Deliver a presentation to the class that describes the environment in which they live, its unique challenges and opportunities, and how the content of this course provides insights as to how to promote a just and vital community.
2. Write a proposal which promotes the cultural assets that are present in their community and show how this will improve the environment in which they live.

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**Course Outcome(s):**

Frame a personal philosophy in harmony with our best understanding of human social needs and realities.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Discuss one's vision and role in a good society.
2. Develop a college and career plan that frames the student's goals in the context of social needs and realities as conceptualized in the class.

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**Course Outcome(s):**

Realize that individual likes and dislikes often have universal application and that humanities are often the vehicle of applied wisdom to personal difficulties.

**Essential Learning Outcome Mapping:**

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Demonstrate how unique cultural artifacts explored in class contain ideas, themes, motifs, etc. that are universally useful regardless of one's personal background via in-class discussions, presentations, group assignments, and the like.
2. Discuss how the broad and universal human concerns reflected in a study of the humanities are useful to address a variety of the student's contemporary concerns.

**Methods of Evaluation:**

1. Midterm and final exam
2. Quizzes
3. Creative writings or other projects
4. Reports

**Course Content Outline:**

1. Communication:
  - a. The social nature of communication
  - b. The social need for communication
2. The city:
  - a. Historical origins
  - b. Relationship of city and civilization
3. The builder:
  - a. Transforming nature to meet human needs
  - b. How what we build for social purposes transforms us as individuals.
4. Ceremony:
  - a. Examples of social rituals and their power
  - b. How ceremony and ritual nurture order in society
5. Society indicted:
  - a. The just and the unjust society
  - b. How social order may be inimical to freedom
6. The individual against the state:
  - a. Dissent in a just society
  - b. How individual freedom may threaten social order
7. War:
  - a. Just war theory and the noble warrior
  - b. Human needs in relation to war and to peace
8. Revolution:
  - a. Intellectual revolutions
  - b. Social revolutions
9. Utopias and dystopias:
  - a. The uses of "ideal" places in conceptualizing just societies
  - b. Imagining dystopias to avoid catastrophe

**Resources**

Sophocles. *Antigone*. Harcourt Brace and Jovanovich, 1977.

Camus, Albert. *Caligula and Other Plays*. Penguin Publishing, 2023.

Dostoevsky, Fyodor. *The Grand Inquisitor*. CreateSpace Independent Publishing Platform, 2014.

Fleming, W. and Marien M.W. *Fleming's Art and Ideas*. 10th ed. Wadsworth Publishing, 2003.

Frankl, Viktor E. *Man's Search for Meaning*. Beacon Press, 2006.

---

Golding, William. *Lord of the Flies*. A A Publishers, 2013.

---

Moliere. *The Misanthrope*. Dover Publications, 1992.

---

More, Sir Thomas. *Utopia*. CreateSpace Independent Publishing Platform, 2016.

---

Orwell, George. *Animal Farm*. New Delhi: Rupa Publications India, 2013.

---

Plato (Blom, Alan Translator). *The Republic of Plato*. Basic Books, 1991.

---

Swift, Joanathan. *Gulliver's Travels, unabridged*. Dover Thrift Editions. Dever Publications, Inc., 1996.

---

X, Malcom and Haley, Alex. *The Autobiography of Malxom X*. New York: Benguin Books, 2001.

---

Duerrenmatt, Friedrich. *Visit*. Grove Press, 2010.

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"Bayeux Tapestry"

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"Capitoline Wolf"

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Cezanne. "The Card Players"

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Chagall. "Paris Through the Window"

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Daumier. "The Uprising"

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David. "Liberty"

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David. "Marat in Bath"

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El Greco. "View of Toledo"

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Goya. "The Execution of the Rebels"

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Kokoschka. "Harbor of Marseilles"

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Picasso. "Guernica"

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Sung Dynasty. "Scholars Collating Texts"

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Velasquez. "The Surrender of Breda"

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Vermeer. "View of Delft"

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"Machu Picchu"

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Plato (Bloom, Alan, Translator). "The Republic of Plato" 2nd Edition. 1991-10-02 22:00:00.0.

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Frankl, Viktor E. "Man's Search for Meaning" 2006-05-31 22:00:00.0.

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X, Malcolm and Haley, Alex. "The Autobiography of Malcolm X" 2001-02-28 22:00:00.0.

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Aeschylus. *The Oresteia*. Penguin Classics; Bilingual edition. 1984.

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Franz Kafka. *The Trial*. Classic Illustrated Edition. Independently published, 2024.

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#### Resources Other

1. The Lapham Quarterly
2. Harper's Magazine
3. The Atlantic Monthly
4. Works of Art
  - a. Bayeux Tapestry
  - b. Capitoline Wolf
  - c. Machu Picchu
  - d. Cezanne, Paul. *The Card Players*. 1890-1892.
  - e. Chagall, Marc. *Paris Through the Window*. 1913.
  - f. Daumier, Honore. *The Uprising*. 1860
  - g. David, Jacques-Louis. *Liberty*.
  - h. David, Jacques-Louis. *Marat in Bath*.
  - i. El Greco. *The View of Toledo*. 1600.
  - j. De Goya, Francisco. *The Execution of the Rebels*. 1808.
  - k. Kokoschka, Oskar. *Harbor of Marseilles*. 1925.
  - l. Picasso, Pablo. *Guernica*. 1937.
  - m. Velazques, Diego. *The Surrender of Breda*. 1635.
  - n. Vermeer, Johannes. *View of Delft*. 1661.

## **Instructional Services**

### **OAN Number:**

Ohio Transfer 36 TMAH

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