



## Course Outline

Course Name: An Introduction to Arts and Sciences (GNED 101)

Academic Period: 2022 - 2023

**Faculty:**

**Faculty Availability:**

**Associate Dean:**

Chris Irwin

chris.irwin@humber.ca

**Schedule Type Code:**

## Land Acknowledgement

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok [A-doe-bee-goke], the "Place of the Alders" in Michi Saagiig [Mi-Chee Saw-Geeg] language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe [Ah-nish-nah-bay], Haudenosaunee [Hoeden-no-shownee], and Wendat [Wine-Dot] peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

## Equity, Diversity and Inclusion Statement

Humber College and the University of Guelph-Humber (Humber) are leaders in providing a learning, working and living environment that recognizes and values equity, diversity and inclusion in all its programs and services. Humber commits to reflect the diversity of the communities the College serves. Students, faculty, support and administrative staff feel a sense of belonging and have opportunities to be their authentic selves.

<b>Faculty or Department</b>	Faculty of Liberal Arts & Sciences
<b>Course Name:</b>	An Introduction to Arts and Sciences (GNED 101)
<b>Pre-Requisites</b>	none
<b>Co-Requisites</b>	none
<b>Equates</b>	none
<b>Restrictions</b>	<b><i>Students who have taken HUMA 024 (Humanities: An Introduction to Arts &amp; Sciences) <u>CANNOT</u> take this course.</i></b>
<b>Credit Value</b>	3
<b>Total Course Hours</b>	42

**Developed By:****Prepared By:****Approved by:**

Chris Irwin



## Humber Learning Outcomes (HLOs) in this course.

The HLOs are a cross-institutional learning outcomes strategy aimed at equipping Humber graduates with the employability skills, mindsets, and values they need to succeed in the future of work. To explore all the HLOs, please consult the [Humber Learning Outcomes framework](#).

## Course Description

N/A

## Course Rationale

GNED 101: Introduction to Arts and Sciences introduces students to various disciplines in the Liberal Arts and Sciences through compelling questions and issues. Students will develop the cultural literacy and critical thinking skills needed both to select, and perform well in, their subsequent General Education electives.

## Course Learning Method(s)

- Case Based Learning
- Collaborative Learning
- Group or Team Work
- Seminar
- Socratic Method
- Lecture
- Inquiry Based Learning
- Cooperative Learning
- Online

## Learning Outcomes

- Investigate various ways of knowing in order to analyze the biological, psychological and cultural limits of our thinking, and debate our obligation to understand the world accurately.
- Analyze the innate and socially constructed elements that shape our complex individual, social and national identities in order to assess their relative impact on who we are.
- Analyze how environmental, cultural, political, and economic systems interact in order to assess the challenges involved in developing a sustainable future.
- Explain how power is distributed, maintained, and enforced for the purposes of identifying examples of the ways in which people react to that power.
- Compare and contrast different perspectives on what makes us happy in order to appraise various positions about what constitutes a meaningful life.
- Utilize critical reading strategies in order to explain, apply, and analyze key concepts in academic resources.
- Evaluate their relationships to society and the physical world in order to assess how these relationships will affect their lives as global citizens.

## Assessment Weighting

Assessment	Weight
Final Exam	
Final Exam	20%
Midterm Exam	
Midterm Exam	20%
Discussions	
Discussions/Collaboration	20%
Writing Assignment	
Written Assignments	20%
Quiz	
Quizzes	20%
<b>Total</b>	<b>100%</b>

## Modules of Study

Module	Course Learning Outcomes	Resources	Assessments
<ul style="list-style-type: none"> <li>• How Do We Know What Is Real? • What does it mean to know something? Much of education is about trying to understand the content of the different things we study. In this unit, we take a step back from that effort and investigate what it means to understand anything at all. • We will explore the differences between philosophical, scientific, religious, and artistic ways of understanding the world. We will also investigate some sources of the typical errors that keep us from thinking as clearly as we might, and ask ourselves how much we ought to care about "getting it right."</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate various ways of knowing in order to analyze the biological, psychological and cultural limits of our thinking, and debate our obligation to understand the world accurately.</li> <li>• Utilize critical reading strategies in order to explain, apply, and analyze key concepts in academic resources.</li> <li>• Evaluate their relationships to society and the physical world in order to assess how these relationships will affect their lives as global citizens.</li> </ul>	<p>Selected by instructor from list of course readings.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

Module	Course Learning Outcomes	Resources	Assessments
<ul style="list-style-type: none"> <li>• What Makes Us Who We Are? • Who am I? What makes me who I am? What are the innate and socially constructed elements that shape our complex individual, social and national identities? • In this unit, we will examine these all-encompassing questions through the disciplines of cultural studies, philosophy, social psychology, natural science and sociology. • Possible topics include evolutionary biology, genetics, memory, culture, racialization, gender construction, sexual orientation, and the narrative theory of the self.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the innate and socially constructed elements that shape our complex individual, social and national identities in order to assess their relative impact on who we are.</li> <li>• Explain how power is distributed, maintained, and enforced for the purposes of identifying examples of the ways in which people react to that power.</li> <li>• Utilize critical reading strategies in order to explain, apply, and analyze key concepts in academic resources.</li> <li>• Evaluate their relationships to society and the physical world in order to assess how these relationships will affect their lives as global citizens.</li> </ul>	<p>Selected by instructor from list of course readings.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

Module	Course Learning Outcomes	Resources	Assessments
<ul style="list-style-type: none"><li>• What Forces Shape our World? • What forces shape who we are? The word "force" is a broad term that could refer to physical laws, natural processes, or social influences. In this unit we will examine each of these forces and the ways in which they interact with each other to produce the external aspect of the human condition. • Topics may include co-operation and conflict, globalization, climate change, communications technologies, environmentalism, political and economic systems, racism, resistance, and genocide.</li></ul>	<ul style="list-style-type: none"><li>• Analyze how environmental, cultural, political, and economic systems interact in order to assess the challenges involved in developing a sustainable future.</li><li>• Explain how power is distributed, maintained, and enforced for the purposes of identifying examples of the ways in which people react to that power.</li><li>• Utilize critical reading strategies in order to explain, apply, and analyze key concepts in academic resources.</li><li>• Evaluate their relationships to society and the physical world in order to assess how these relationships will affect their lives as global citizens.</li></ul>	Selected by instructor from list of course readings.	<ul style="list-style-type: none"><li>•</li></ul>

Module	Course Learning Outcomes	Resources	Assessments
<ul style="list-style-type: none"> <li>• What Makes Us Happy? • Are you happy? This sounds like a simple question, but the answers might prove surprisingly complex. • In this unit, we will address the question of happiness by considering some of the cultural, emotional, philosophical and biological elements of well-being. Topics may include aesthetics, spirituality, materialism, altruism, psychology, love and sex.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the innate and socially constructed elements that shape our complex individual, social and national identities in order to assess their relative impact on who we are.</li> <li>• Compare and contrast different perspectives on what makes us happy in order to appraise various positions about what constitutes a meaningful life.</li> <li>• Utilize critical reading strategies in order to explain, apply, and analyze key concepts in academic resources.</li> <li>• Evaluate their relationships to society and the physical world in order to assess how these relationships will affect their lives as global citizens.</li> </ul>	<p>Selected by instructor from list of course readings.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Required Resources

Readings in this course are divided between core readings and supplemental readings. Individual instructors will assign a minimum of one core reading per unit as required reading. Below is a list of core readings. Instructors may also assign supplemental readings as required readings. All readings will be made available on the course website.

Barash, D. P. (2015, October 27). Paradigms Lost. Aeon. Retrieved from <https://aeon.co/essays/science-needs-the-freedom-to-constantly-changeits-mind>

Davidson, D. (2011). Climate Change. In The Canadian Encyclopedia: Historica Canada. Retrieved from <http://www.thecanadianencyclopedia.ca/en/article/climate-change/>

de Botton, A. (2001). The consolations of philosophy. (pp. 45-72). New York: Vintage Books.

Gertner, J. (2003, September 7). The futile pursuit of happiness. The New York Times. <http://www.nytimes.com/2003/09/07/magazine/the-futilepursuit-ofhappiness.html?pagewanted=all&src=pm>

Graham, J. (2014). Point: Globalization provides a better life for all. Canadian Points of View: Globalization, 2

Hewitt, P. G., Lyons, S., Suchocki, J.A., Yeh, J. (2006). The Evolution of Life. Conceptual integrated science. Toronto: Pearson.

Lambrick, M. (2014). Counterpoint: Globalization benefits powerful businesses at the expense of poor nations. Canadian Points of View: Globalization, 3

Plato. (2004). Republic. (pp. 208-212; 514a-518d). Indianapolis: Hackett Publishing Company. Inc.

St. John, Michelle. 2016. *Colonization Road*. Toronto: Decolonization Road Productions Inc.

Tatum, B. (1997). "Why are all the black kids sitting together in the cafeteria?" and other conversations about race. New York: Basic Books

Yip, J. & Eaton, S. (2014). Globalization: An overview. Canadian Points of View: Globalization, 1

## Supplemental Resources

Readings in this course are divided between core readings and supplemental readings. Individual instructors will assign a minimum of one core reading per unit as required reading. They may also assign other core readings or supplemental readings as required readings. All readings will be made available on the course website.

Ariely, D. (2009). Predictably irrational: The hidden forces that shape our decisions. (pp.195-223). New York: Harper Collins.

Blair, K., Murphy, R., & Almjeld, J. (2013). Cross currents: Cultures, communities, technologies. Cengage Learning.

Bloom, P. (2010). How pleasure works: The new science of why we like what we like. (pp. 8-17). New York: W. W. Norton.

Carr, N. (2010, June 05). Does the internet make you dumber?. The Wall Street Journal.  
Retrieved from <http://online.wsj.com/home-page>

Clifford, W. (1877). "The Ethics of Belief," Contemporary Review. (pp. 29)

Di Leo, L. An Account from Hell: Roméo Dallaire and the Rwandan Genocide. GNED 101/HESL 024 course website. Toronto: Humber College

Dutton, Denis. (2010). A Darwinian theory of beauty. TED talk.  
[http://www.ted.com/talks/denis\\_dutton\\_a\\_darwinian\\_theory\\_of\\_beauty.htm](http://www.ted.com/talks/denis_dutton_a_darwinian_theory_of_beauty.htm)

Dyson, F. (2007, July 19). Our biotech future. The New York Review of Books. Retrieved from  
<http://www.nybooks.com/articles/archives/2007/jul/19/our-biotech-future/?pagination=false>

Fisher, H. (1982). *Anatomy of love: A natural history of monogamy, adultery & divorce*. (pp.37-58). New York, NY: Norton & Company

Fisher, M. P. (2011). *Living religions*. (8th ed., pp. 1-14). Upper Saddle River: Pearson Education Inc.

Franco, Z. & Zimbardo, P. (2006, September 1). The banality of heroism. *Greater Good: The Science of a Meaningful Life*. Retrieved from:  
[http://greatergood.berkeley.edu/article/item/the\\_banality\\_of\\_heroism](http://greatergood.berkeley.edu/article/item/the_banality_of_heroism)

Frankl, V. (1946/1992). *Man's search for meaning*. (pp.47-52). Boston: Beacon Press.

Freeman, D., & Freeman, J. (2012). *Anxiety: A very short introduction* (14-33; 132-133). Oxford: Oxford University Press.

Fox, M. A. (2007). "A New Look At Personal Identity" in *Philosophy Now*. Issue 62. (July/August 2007). Retrieved from  
[http://philosophynow.org/issues/62/A\\_New\\_Look\\_At\\_Personal\\_Identity](http://philosophynow.org/issues/62/A_New_Look_At_Personal_Identity)

Giese, R. (2013, May). The New Normal in The walrus. Retrieved from <http://thewalrus.ca/the-new-normal/>

Gladwell, M. (2004, November 22). *Something Borrowed*. The New Yorker, Retrieved from <http://www.newyorker.com/>

Gottschall, J. (2013). *The storytelling animal: How stories make us human*. (pp.21-44; 45-49). New York, NY: Houghton, Mifflin, Harcourt Publishing Co.

Heilbroner, R. & Thurow, L. (1998). *Capitalism: Where do we come from? Economics Explained: Everything You Need to Know about How the Economy Works and Where It's Going* (pp. 11-25). New York, NY: Touchstone.

Herman, A. (2018). *What is Politics? (... And who cares anyway?!)*. GNED 101/HESL 024 course website. Toronto: Humber College.

Hill, L. (2001). *The question. Black berry, sweet juice: On being black and white in Canada*. Toronto, Canada: Harper Collins

Horgan, J. (2008). War: What is it good for? Absolutely nothing. *Discover*, 29(4), 24-27. Retrieved from  
<http://ra.ocls.ca/ra/login.aspx?inst=humber&url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url&db=a9h&AN=31266089&site=ehost-live&scope=site>

Kaplan, M. and Kaplan, E. (2010). *Bozo sapiens: Why to err is human* (pp. 49-55). New York: Bloomsbury Press.

Khalid, H. (n.d.). An Introduction to Edward Said's Orientalism. *Renaissance.com* Retrieved March 3, 2014 from  
<http://www.renaissance.com.pk/FebBoRe2y6.htm>



Kolakowski, L. (2012, December 20). Is God happy? New York Review of Books.  
<http://www.nybooks.com/articles/archives/2012/dec/20/isgod-happy/?pagination=false>

Kubik, W., Bourassa, C., & Hampton, M. (2013). Stolen sisters, second class citizens, poor health: The legacy of colonization in Canada. In White, J. P. & Carroll, M. (Eds.), *Images of society: Readings that inspire and inform Sociology* (3rd ed.). (pp. 200-205) Toronto: Nelson Education.

Kusugak, J. A. (2012). On the Side of the Angels. In Rogers, S., DeGagne, M., & Dewar, J. (Eds.). *Speaking my truth: Reflections on reconciliation & residential schools* (pp. 109-128). Ottawa, Ontario: Aboriginal Healing Foundation.

Lee, M. (Director) (2003). *El contrato* [Web]. Retrieved from [https://www.nfb.ca/film/el\\_contrato](https://www.nfb.ca/film/el_contrato)

Leutwyler, K. (2001, January 22). Exploring the musical brain. *Scientific American*.  
<http://www.scientificamerican.com/article.cfm?id=exploring-themusical-bra>

MacLean, G. & Wood, D.R. (2010). Chapter 3: Political thought, philosophy and ideology. *Politics: An Introduction* (pp. 49-78). Oxford University Press.

Nietzsche, F. (1983). *Untimely meditations*. (R.J. Hollingdale, Trans.). (pp. 127-129). Cambridge, UK: Cambridge University Press.

Nietzsche, F. (1977). *The gay science*. (W. Kaufmann, Trans.). (pp. 212; 232-233). New York, NY: Vintage Books: Random House.

Nozick, R. (1974). *Anarchy, state, and utopia*. (pp. 42-45). New York: Basic Books.

The Ontario Heritage Trust. (2010). *Hugh Burnett and the National Unity Association*

O'Shaughnessy, M. & Stadler, J. (2012). *Media and society* (5th ed.). (pp. 12, 15-19). South Melbourne: Oxford University Press.

Ramachandran, V. (2011). *The tell-tale brain* (pp. 25-38). London: Random House Group.

Smith, E. E. (2013, January 9). There's more to life than being happy. *The Atlantic*.  
<http://www.theatlantic.com/health/archive/2013/01/theres-moreto-life-than-beinghappy/266805/>

Suzuki, D. (2009, August 21). It's time for a new economic paradigm. David Suzuki Foundation. Retrieved from <http://david Suzuki.org/blogs/science-matters/2009/08/its-time-for-a-new-economic-paradigm/>

Szalavitz, M. (2008, January 1). 10 Ways We Get the Odds Wrong. Psychology Today. Retrieved from <https://www.psychologytoday.com/articles/200801/10-ways-we-get-the-odds-wrong>

Wartenburg, T. E. (2007). The nature of art. (2nd ed., pp. 1-5). Belmont: Thomson Wadsworth.

Wenjian, W. (2009, June 1). An interview with Wu Wenjian. [Interview with Liao Yiwu]. Retrieved from <http://wordswithoutborders.org/article/aninterview-with-wu-wenjian>

Wade, N. (2007, Sept 18). Is “do unto others” written into our genes? New York Times.

## Essential Skills

Section	Skills	Measurement	Details
Communication	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual Literacy</li> </ul>	Reinforce and measure	<ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>
Critical Thinking and Problem-Solving	<ul style="list-style-type: none"> <li>• Analysing</li> <li>• Synthesizing</li> <li>• Evaluating</li> </ul>	Teach and measure	<ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>
Information Management	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Internet skills</li> </ul>	Reinforce and measure	<ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>
Interpersonal Skills	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Relationship management</li> </ul>	Reinforce and measure	<ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>
Personal Skills	<ul style="list-style-type: none"> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practice</li> <li>• Demonstrating personal responsibility</li> </ul>	Reinforce and measure	<ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>

## Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby candidates may obtain credits for prior learning. Prior learning includes the knowledge competencies and skills acquired, in both formal and informal ways, outside of post-secondary education. Candidates may have their knowledge, skills and competencies evaluated against the learning outcomes as defined in the course outline. Please review the [Assessment Methods Glossary](#) for more information on the Learning Portfolio assessment methods identified below.

The method(s) that are used to assess prior learning for this course may include:

- Challenge Exam (results recorded as a % grade and added to student's CGPA)

Please contact the Program Coordinator for more details.

## Academic Regulations

It is the student's responsibility to be aware of the College Academic Regulations. The Academic Regulations apply to all applicants to Humber and all current students enrolled in any program or course offered by Humber, in any location. Information about academic appeals is found in the [Academic Regulations](#).

## Anti-Discrimination Statement

At Humber College, all forms of discrimination and harassment are prohibited. Students and employees have the right to study, live and work in an environment that is free from discrimination and harassment. If you need assistance on concerns related to discrimination and harassment, please contact the [Centre for Human Rights, Equity and Inclusion](#) or the [Office of Student Conduct](#).

## Accessible Learning Services

Humber strives to create a welcoming environment for all students where equity, diversity and inclusion are paramount. Accessible Learning Services facilitates equal access for students with disabilities by coordinating academic accommodations and services. Staff in Accessible Learning Services are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

### [Accessible Learning Services](#)

North Campus: (416) 675-6622 X5090

Lakeshore Campus: (416) 675-6622 X3331

## Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

## Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Dean (or designate) of the School.

## Copyright

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