HUM101 Module01: Introduction and Early Humanity

Welcome to class! This week, let’s get to know each other and discuss the foundations of humanity and civilization as we explore the relationship between Biology and Humanities.

Here are our activities:

* Read linked materials
  + Linked Learning Materials: <https://drive.google.com/?tab=mo&authuser=0#folders/0B-E6RGOU0UlPMTVXRDNFVVI0Mlk>
* Icebreaker Discussion: Introduce yourself to the class and tell us a bit about yourself! Why are you here? What do you enjoy in your life when you’re not working on school?

Guided Response: Reply to at least 2 of your colleagues. Can you relate to any of your colleagues’ life experiences or hobbies?

Face-to-face Challenge Activity: Break students into teams of 4-6. Teams take 15-20 minutes to “interview” each other using the discussion questions listed above. Each team then takes 5 minutes to “present” their group to the rest of the class, introducing each other and giving a summary of their team mates.

* Discussion 1: Discuss the value of exploring science in the Humanities. Explain the ways in which the liberal arts can benefit from exploring and understanding scientific principles.

Guided Response: Reply to at least 2 of your colleagues. Are there any perceived conflicts between the sciences and the liberal arts that you can identify, either in education or in society?

* Weekly Reflection: Compare and contrast a modern-day cultural indicator (such as art, music, religion, etc.) with an example of a cultural indicator from Neolithic humanity. In a 1-page reflection, discuss similarities and differences between these ancient and modern practices, and explain to what effect the ancient ritual or practice has influenced or paved the way for the modern example.
* Face-to-face Challenge Activity: Divide students into “tribes” of 4-6. Each tribe must create their own unique “culture”. Students should name their tribe, then create examples of culture based on the cultural indicators discussed in class. Examples include framing a value system (How are laws made? Who decides the rules? Do tribe members elect leaders?), making a communication system (Symbols? Pictures? Phonics?), or rituals/traditions. Each tribe gets 5 minutes at the end of the activity to present their culture to the rest of the class.



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