"...let us say that humanism (and such a definition can itself be developed along very divergent lines) tends essentially to render a person more truly human, and to manifest humanity's original greatness by having the person participate in all that which can enrich the self in nature and in history (by "concentrating the world in person," as Scheler said approximately, and by "dilating the person to the world."); it at once demands that a person develop the virtualities contained within the self, one's creative forces and the life of reason, and work to make the forces of the physical world instruments of humanity's freedom.

Thus understood, humanism is inseparable from civilization or culture, these two words being themselves taken as synonymous."

From page 2.

NORTHERN ARIZONA UNIVERSITY
Department of: HUMANITIES, ARTS, AND RELIGION
College of: ARTS AND SCIENCES

HUMANITIES 371 Humanistic Values in a Technological Society (3 credits)
Semester: Fall ’04
Don Davison, Ph.D.
Thursday: IITV Class * 4:30-7:00
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Office Hrs. Thurs. 3:00-4:00
* HUM 371 Section(s): NAU campus (1), Statewide (Open), UHouse (Open)

COURSE DESCRIPTION:
Humanistic values in a Technological Society (3 credits). An examination of the meaning and role of humanistic values (e.g., tolerance, love and freedom) and of methods of moral decision making in relation to our technological society. PREREQUISITE: Sophomore standing or higher or instructor's consent.

COURSE NARRATIVE:
This section of HUM 371 is configured to enable the professor and the students to seek in the sacred crucible of human history the person's interface with self and circumstance and as that transpired the subsequent creation of a self perception as well as the creation of technology. We will attempt to get a coherent view of this interface as it lends itself to an appreciation of the truly human and that which is "good" for the species as well as our current planet home.

We will look at historical and current moral values as well as some personal points of departure that we (you and I) have taken as we personally and as a species have interfaced interpersonally and technologically. We will also cover some examples of the participation in cultural and linguistic derivatives that encompass moral issues. This will be done so that we may gain some appreciation of the universality of various moral tenets as well as a measure of insight into some of the historical technological achievements that have blessed and cursed humankind. We will also look to the need to have some personal as well as global point of departure that presents a coherent world view (weltanschauung) when we choose to exercise moral values in a technological society.

**COURSE OBJECTIVES:**

The objective of this course is manifold: We will look at human history as the hominid made tracks upon the land as well as the social interface that accompanied the person's explosion and implosion upon the planet. The purpose here will be to gain some background that will enable us to formulate a sense of human nature and morality as well as a sense of the role of technology in human history. This will lay the ground work for a personal point of departure that each of us will spend time constructing and defending both in speaking about it with our classmates and writing critically about it so that further discussion can be had. Participation in the discussions will be paramount and maintaining a current knowledge of the readings along with the class notes will be expected so that you can cite responses to sources that you will be expected to incorporate in papers as well as in class discussions.

**COURSE FORMAT:**

Generally each class will be divided into three parts:
1. "Meshing" open discussion about what we have come to believe about the species and our personal understanding of our participation in recorded history.
2. "Bits and pieces" of the story of humankind and technology.
3. Discussion of the required texts and other material will be used to sketch the ingredients of our moral and technological history.

To deepen our understanding of this journey the course will be divided into three parts:
1. The first 1/3 of the course: The trail of the past
2. " second " " " " : The development of a critical mass
3. " third " " " " : Understanding and owning an informed participation in the current moment.

1. **THE TRAIL OF THE PAST**

   From flint to fire
   From horn to sinew
From needle to cave
From drum to flute
From horn to lyre
From music to noise
From waddle to stones
From adobe to bricks
From concrete to alloys
From sounds to letters
From parchment to paper
From print to film
From spear to bow
From catapult to cannon
From rifle to missile
From copper to iron
From chariot to caisson
From wagon to sails
From spinning wheels to water wheels
From loupes to scalpels
From shaman to immunologist
From councils to concords
From families to states
From regions to global whole
From electrons to pixels
From microscope to Hubble
From biophysics to astrophysics

(Its all biophysics!)

2. What are some of the moral consequences of "advancements" in the perception of the self and others as well as some of the "accomplishments" in the creation of technology? This will be a "Meshing" with #1 as we discuss the history and the effects of personal, social, and technological development.

3. A complete review of the required texts:
The Nature of Man, Fromm & Xirau & The Game of Life; The Game of Life, Davison (A Course Pack from NAU Bookstore - Flagstaff AZ. Phone (928) 523-5505
Amusing Ourselves to Death, Postman
Data Smog, Shenk

Select one of the following:
Fromm, Eric Between Being and Having (Psychology of Being Human)
Fromm, Eric Escape From Freedom (Social Psychology - Humanity's Responsibilities)
Maslow, Abraham The Farther Reaches of Human Nature (Humanistic Psychology)
Hillman, James The Soul's Code, In Search of Character and Calling (Humanistic Psychology)
Pearce, The Biology of Transcendence, A Blueprint of the Human Spirit
(Humanistic/Organic Psychology of Spirituality)
Myss, Anatomy of The Spirit (Transcultural Spirituality and Personal Relationships)
Oz, Healing from the Heart (Transcultural Psychology of Health)
Rieff, A Bed for the Night (Humanistic Humanitarianism)
Mumford, The Transformation of Man (Historic Humanism)
Bobbit, The Shield of Achilles (History of Peace and War)
Benjamin and Simon The Age of Sacred Terror (Conflicting Human Values)
Mills and Brunner, Editors The New Killing Fields (Genocide and Humanitarian Assistance)

This review will be a critique of the texts as well as our own current perception of the human moral and technological condition.

NOTE: As the professor I want to wonder with the class in waves of reflection - to pause and rumininate - to close my eyes with my fellow students and feel the depth of the human purpose as well as the significance of our current personal and technological contributions to the human journey.

**GRADING:**
Class participation (presence 10 and dialog 10) 20 pts
Papers - Quiz
1. What is a person? 5 pts
2. What is a tool? 5 pts
3. Quiz 5 pts
4. What is complimentary to life? 5 pts
5. What did you get from this course? 5 pts
6. Book Report (Due on Final Day) 15 pts
Final Exam 40 pts

100 pts

**CLASS PROCEDURE AND ATTENDANCE POLICY**

**CLASS PROCEDURE:**
Questions: **PLEASE ASK QUESTIONS ABOUT ANYTHING!**

A. Questions are **always** in order and most welcome. They may be about **anything**. Usually they are about what we have covered or are about to cover.

B. Readings: This will be a "European Style" course. In class we will read selected portions of **ALL** of the material to be covered. It is expected that all material will have been read **BEFORE** the students come to class. This will give the student an opportunity to mark selections they feel are important or ask questions about a passage they challenge or with which they have difficulty.

C. Discussion: Commentary will be made on the selected readings and class participation/observations/comments will be an essential portion of the course grade. (See Grading - course syllabus)
This ABC class procedure will be followed for each class - unless the world falls apart and we MUST deal with some (other) catastrophe e.g. Humanistic values will be applied to current affairs as they relate to morality and technology.

**SPECIAL NOTE: THERE WILL BE NO MIDTERM!!!**

**CLASS ATTENDANCE:**

**NAU POLICY:** Students are expected to attend every class session and to make up all work missed because of legitimate absences. Unexcused or unexplained absences will **AUTOMATICALLY** lower a student's grade if they exceed five (5) per term in a 5-credit course, four (4) per term in a 4-credit course, and three (3) per term in a 3-credit course.[**This means that you can only miss one (1) class of HUM 371 and maintain an "earned" grade.**]

Instructors are under no obligation to make special arrangements for students who miss class(es).

**COURSE CALENDAR-NOTE: HUM 371 IS TAUGHT ON THURSDAYS** 4:30-7:00pm.

The following calendar is for on campus students. This schedule is our best guess - there will undoubtedly be some shifting as we get underway and as the class unfolds. It is the students responsibility to view the tape of any missed class and **NOT TO CALL THE PROFESSOR TO TELL HIM OF ANTICIPATED MISSED CLASSES OR ASK FOR ASSIGNMENTS.** On campus students can view the tape of the class in the Cline Library. Off campus students are responsible for their own viewing - either realtime or tape delayed and must make their own arrangements.

Sept. 2nd Introductions. Required course texts (already noted) and handing out of material. The course begins!!! Basic icons for class presentations and discussions. **REVIEW THE COURSE SYLLABUS CAREFULLY!!!** Real time interactive. Tape delayed interactive. e.g. Email TBA

What do you want out of this class?

Humanistic values. The virtues. Yah Buts! Answers: Yes/No/I don't know.

Circles, underlined, comments, questions, answers about your papers. The life curve as it relates individually and to the species. Seasons and stages of life. **Reading Assign. Start Now!!! Nature of Man (NM) pp 1-100.**

Sept. 9th Why the ancients? What did they know? Favorites? (This is very important!!!). **Discuss NM 1-100 pp Writing assign. 1st Paper. Reading assign. NM pp 100-200.**

Sept. 16th NM 100-200 Read and discuss. **Reading assign. NM pp 200-300. 1st Paper Due.** (None will ever be accepted late)

Sept. 22nd NM pp200-300 Read and discuss. Reading assign. **The Game of Life (TGofL) pp All!!! Assign Quiz: Rules, Cards, Corollaries.**

Sept. 30th **The Game of Life (TGofL) Read and discuss TGofL. Assign Quiz Again!!!: Rules, Cards, Corollaries.** (TGofL)

Oct. 7th **(TGofL) pp All!!! Read and discuss. QUIZ: Rules, Cards, Corollaries. Reading assign. Amusing Ourselves to Death (AtD) pp 1-100. Writing assign. 2nd Paper.**
Oct. 14th (AtoD) pp 1-100. Read and discuss. 2nd Paper Due. Reading assign. (AtoD) pp 100-200.

Oct. 21st (AtoD) pp 100-200. Read and discuss. Reading assign. (AtoD) pp 200-300.

Oct. 28th (AtoD) pp 200-300. Read and discuss. Reading assign. Data Smog (DS) 1-100. Writing assign. 3rd Paper.

Nov. 4th (DS) 1-100. Read and discuss. 3rd Paper Due. Reading assign. (DS) 110-221.

Nov. 11th (DS) 110-221. Read and discuss. Reading assign. Final papers - work on them.

Nov. 18th THANKSGIVING HOLIDAY!!! HAVE A GREAT WEEKEND!!! (READ SOME!!! - OK JUST A LITTLE - BUT SOME!!)

Nov. 25th (DS) 200-300. Read and discuss. Discuss 1st 4 texts Reading assign. 2nd 4 texts

Dec. 2nd Finish (DS) & Review of all texts. 4th Paper Due.

Dec. 9th Reading Week. In class review. Tying it all together.

Dec. 16th FINAL EXAM (NO EXCEPTIONS TO THIS DATE AND TIME!!)3

Book Report Due!!!!!