

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Humanities 140 – Humanities of the Americas

3 hours lecture, 3 units

Catalog Description

Integrated exploration of broadly representative examples of literature, philosophy, drama, music, visual art and architecture of the Americas—the geographical scope of which will include the United States, Canada, the Caribbean, and Latin America.

Prerequisite

None

Course Content

- 1) Critical examination of selected works of literature, philosophy, music, drama, visual art, film, and architecture of the Americas
- 2) Comparative examination of historical and national/ethnic styles
- 3) Overview of significant movements in philosophical, religious and aesthetic thought
- 4) The contributions of women, minorities, and indigenous as well as European cultures to the humanities of the Americas
- 5) Field experiences and activities pertinent to the humanities (e.g., museum visits, concert and theatre attendance, etc.)
- 6) Additional parameters:
 - a. Proportionality: No more than one-third of the course content should cover the humanities of the United States; another third should focus on Latin America; the remaining third should include consideration of the Caribbean and of Canada.
 - b. Range of Acceptable Approaches. At the discretion of the instructor, the appropriate course content may be organized according to any of the following approaches: (1) chronological/historical sequence; (2) thematic approaches; (3) according to the typical categories of creative expression in the humanities, especially those categories specified elsewhere in this course outline.

Course Objectives

Students will be able to:

- 1) Identify and describe the major media of cultural expression as found in literature, philosophy, drama, music, visual art and architecture of the Americas.
- 2) Analyze, compare and contrast historical and ethnic/national styles of artistic expression in the Americas.
- 3) Relate the archetypal problems and themes of human existence to selected works of art and literature of the Americas.
- 4) Assess the artistic and intellectual merit of representative works from a variety of categories.
- 5) Identify and examine the contributions of women, minorities, and indigenous as well as European cultures to the humanities of the Americas.
- 6) Apply the language, concepts and methods of interpretive criticism to selected works of creativity.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Expository essays
- 2) Research papers
- 3) Critical reading journals or worksheets
- 4) Quizzes (multiple choice)
- 5) Exams (essay)

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom with writing board

Method of Instruction

- 1) Lecture and discussion
- 2) Audiovisual, multimedia presentations

Out-of-Class Assignments

- 1) **Reading:** Assigned readings in literature, philosophy, drama, visual art, and music from across the Americas; Critical reading of scholarly essays or background materials on cultural movements, historical periods, or artistic styles.
- 2) **Writing:** Essays and written assignments that identify and explore thematic and/or stylistic considerations in specific works of literature, philosophy, drama, music, visual art, architecture, etc.; written homework assignments (worksheets, journals, etc.) that summarize and/or reflect upon the assigned reading materials for the course; reports on field experiences that bring the student into first-hand contact with relevant works of artistic and/or intellectual creativity (e.g., art museums, concerts, philosophical lectures, theatre, etc.).
- 3) **Other:** Attend field experiences (e.g., museum exhibits, concerts, theatre productions, lectures) and gather notes for analysis; view assigned films, performances, or multimedia works outside of class.

Texts and References

- 1) Required (representative examples):
 - a. Anaya, Rudolfo A. and Antonio Márquez. *Cuentos Chicanos: A Short Story Anthology*. Revised edition. University of New Mexico Press, 1984 (Classic).
 - b. Anaya, Rudolfo A. *Tortuga: A Novel*. Reprint edition. Open Road Media, 2015.
 - c. Anderson, Eric Gary. *American Indian Literature and the Southwest: Contexts and Dispositions*. University of Texas Press, 1999.
 - d. Beaty, Jerome and J. Paul Hunter, eds. *New Worlds of Literature: Writing from America's Many Cultures*. 2nd edition. W.W. Norton, 1994.
 - e. *Braided Lives: An Anthology of Multicultural American Writing*. Minnesota Humanities Commission, 1991.
 - f. Butler, Robert Olen. *A Good Scent from a Strange Mountain: Stories*. Reprint edition. Grove Press, 2001.
 - g. Chambers, Veronica, Josh Wilker and B. Marvis. *The Harlem Renaissance*. Chelsea House Publishing, 1997.
 - h. Ellis, Roger, ed. *Multicultural Theatre: Scenes and Monologs from New Hispanic, Asian and African-American Plays*. Meriwether Pub., 1996.
 - i. Perkins, George and Barbara Perkins. *The American Tradition in Literature*. 12th edition. McGraw Hill, 2008.

- j. Rosa, João Guimarães. *The Jaguar and Other Stories*. Translated by David Treece. Boulevard Books, 2001.
 - k. Smith, Edward-Lucie. *Latin American Art of the 20th Century*. 2nd edition. Thames and Hudson, 2004.
 - l. Beezley, William H., ed. *Cultural Nationalism and Ethnic Music in Latin America*. University of New Mexico Press, 2018.
 - m. Barnitz, Jaqueline and Patrick Franck, *Twentieth Century Art of Latin America. Revised and Expanded Edition*. University of Texas Press, 2015.
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Interpret how the social, cultural, and/or historical context of creative works (literature, music, visual art, popular culture, architecture, etc.) inform their meanings, values, and/or significance.
- 2) Analyze and apply the themes, symbols, and messages in creative works to students' own lives, identities, and experiences.
- 3) Analyze how creative works are used to contest, assert, or mediate social and cultural power related to race, class, gender, ethnicity, sexuality, and/or religion.
- 4) Develop an argument or thesis statement related to the arts (literary, visual, performing, etc.) and support that argument with reliable evidence.