

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HUMANITIES 110 – PRINCIPLES OF THE HUMANITIES

3 hours lecture, 3 units

Catalog Description

Humanities of the world explored through film and television, music, dance, graphic novels, writing, photography, handicrafts (i.e. weaving, pottery, quilting, etc.), architecture, food, philosophy, etc. Focus will be on the forms of cultural expression produced by a variety of diverse artists and on the context in which they were produced; will include present-day creative forms of expression.

Prerequisite

None

Course Content

- 1) Overview of guiding principles/topics:
 - a. What are the humanities?
 - b. What is art?
 - c. What is cultural production?
 - d. How are art, literature, and the various forms of creative expression reflective of the people producing them, their cultural context, and the time and place in which they are produced?
 - e. What meanings or values are being communicated through the various forms of creative expression?
 - f. How are forms of creative expression used to contest, assert, or mediate social and cultural power, related to race, class, gender, ethnicity, sexuality, religion, etc.?
 - g. Who determines or assigns aesthetic value to forms of creative expression and how does subjectivity influence what is valued and what is not?
 - h. What are the factors behind certain works of art and literature being remembered as classics? Consider both the positive aspects of “the classics” and the systems of oppression that lead to the erasure or silencing of creative works that have not been traditionally viewed as part of “the canon.”
- 2) Forms of creative expression.
 - a. Incorporate a variety of creative works from the following categories:
 1. Visual arts (painting, sculpture, photography, handicrafts, etc.)
 2. Performing arts (music, theatre, film, television, dance, etc.)
 3. Language arts (poetry, fiction, essays, philosophy, autobiography/testimonies, graphic novels, etc.)
 4. Environmental and culinary arts (architecture, landscape architecture, recipes and food)
- 3) Regions in which the forms of creative expression are produced.
 - a. While the course may follow a categorical, topical, or historical scheme, the forms of expression discussed should come from all of the major regions of the world (Africa, Asia, Europe, North America, Oceania, and South America); European art and Euro-descended artists should not be the focus of the course.
- 4) Periods in which the forms of creative expression are produced.
 - a. Incorporate creative works produced in a variety of time period, with an emphasis on the modern period (1450-present), including present-day forms of creative expression.
- 5) Artists/creators.
 - a. Incorporate creative works produced by diverse artists/creators from a variety of cultures and social identities (including but not limited to): race, ethnicity, gender, gender identity, socio-

economic status, sexual orientation, religion, nationality, language, ability status, citizenship status, etc.

Course Objectives

Students will be able to:

- 1) Identify and analyze the cultural and social context in which forms of creative expression were produced.
- 2) Compare and contrast the meanings and values communicated in works of art from various artists and periods.
- 3) Identify and evaluate how artists' social identities (race, ethnicity, gender, etc.) informed their art and form of creative expression, and shaped their legacy (how they influenced various communities, cultural or intellectual movements, etc.).
- 4) Create connections to past and/or present forms of creative expression or to their own forms of creative expression.
- 5) Analyze how forms of creative expression are used to contest, assert, or mediate social and cultural power.
- 6) Analyze why some art forms and pieces of art have been valued more than other forms and works.
- 7) Investigate and analyze aesthetics and subjectivity as they relate to forms of creative expression.

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

- 1) Writing assignments, in-class group activities, essays, research papers, reflections/journals, quizzes, and exams that measure students' ability to:
 - a. Interpret how the social, cultural, and/or historical context of creative works (literature, music, visual art, popular culture, architecture, photography, etc.) inform their meanings, values, and/or significance.
 - b. Analyze and apply the themes, symbols, and messages in creative works to students' own lives, identities, and experiences.
 - c. 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.
 - d. Develop an argument or thesis statement related to the arts (literary, visual, performing, etc.) and support that argument with reliable evidence.
- 2) Reports through which students describe, analyze, and reflect on field experiences (e.g., art-museum visits, concerts/shows, plays, festivals, etc.) that bring them into direct personal contact with the public expressions of creative categories studied in class.
- 3) Group or individual projects or research papers that require students to investigate and analyze contemporary forms of creative expression or create/produce forms of creative expression.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom with high fidelity audio system

Method of Instruction

- 1) Lecture and guest speakers
- 2) Small and large group discussions
- 3) Individual and group project presentations
- 4) Multimedia presentations
- 5) Field trips or experiences (plays, concerts, art museums, etc.)

Out-of-Class Assignments

- 1) Canvas enhancement shell for:
 - a. Individual and group assignments
 - b. Class discussions
 - c. Formative and summative quizzes
 - d. Individual reflections
- 2) Individual and group assignments can include:
 - a. Analysis and interpretation of chapters in assigned text
 - b. Analysis of current forms of creative expression and creative works
 - c. Analysis of diversity, equity, and anti-racism and its relation to course content
 - d. Attending campus events, talks, presentations, film screenings, and conferences.
- 3) Written assignments and reflections that identify and explore themes, values, ideas, etc. of creative works
- 4) 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.).

Texts and References

- 1) Required (representative examples):
 - a. Martin and Jacobus. *Humanities through the Arts*. 11th edition. McGraw-Hill, 2023.
 - b. (OER) McCurdy, Leah. *Where Does Art Come From?* University of Texas at Arlington, 2021.
 - c. Sporre, Dennis J. *Perceiving the Arts: An Introduction to the Humanities*. 11th edition, Pearson, 2014.
- 2) Supplemental:
 - a. (OER) Adams, Claire. *The Human Experience: From Human Being to Human Doing*. Salt Lake Community College, 2020.
 - b. (OER) Harris, Beth, et al. *smARThistory.org*. Khan Academy.
 - c. (OER) Kwon, Kyoungnye and Laura Getty. *Compact Anthology of World Literature*. University of North Georgia Press, 2016.
 - d. (OER) Turlington, Anita, et al. *Compact Anthology of World Literature II*. University of North Georgia Press, 2022.
 - e. (OER) McCormick, Jared. *Visualizing the Middle East Course Website*. New York University, 2020.
 - f. (OER) Curnow, Kathy. *The Bright Continent: African Art History*. Cleveland State University, 2018.
 - g. (OER) Miller, Angela, et al. *American Encounters: Art, History, and Cultural Identity*. Washington University Libraries, 2008.
 - h. Rosenberg, Donna, ed. *World Literature: An Anthology of Great Short Stories, Drama and Poetry*. 2nd edition. McGraw-Hill/Glencoe, 2003.

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, photography, 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.