

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HUMANITIES 115 – ARTS & CULTURE OF SAN DIEGO

3 hours lecture, 3 units

Catalog Description

In this course students will explore San Diego's diverse history, art, and culture through the study of murals, architecture, sculpture, music, film, photography, literature, theater, significant cultural and historical sites, and more, as well as how these connect to the broader context of world culture. Trips to various cultural sites are a required component of this class, for example: Chicano Park, Sycuan Cultural Resource Center and Museum, Balboa Park, Centro Cultural de la Raza, Old Globe Theatre, WorldBeat Cultural Center, San Diego Museum of Art, Copley Symphony Hall, Gaslamp District, etc.

Prerequisite

None

Course Content

- 1) History of San Diego and its impact on the arts
- 2) An introduction to the language and concept of aesthetics
- 3) Characteristic elements of the following representative local art media, their creators, and cultural sites
 - a. Architecture
 1. Kumeyaay e'waa
 2. Spanish missions
 3. Spanish-Colonial (local architect in focus, such as Cliff May)
 4. Victorian
 5. Arts and Crafts/Craftsman (local architect in focus, such as Irving John Gill and the Marston House)
 6. Art Deco
 7. Postmodern (local architect in focus, such as Louis Kahn and the Salk Institute)
 8. Areas of special interest
 - b. Painting
 1. Chicano Park Murals
 2. San Diego Museum of Art
 3. Timkin Museum
 - c. Sculpture
 1. Barona Cultural Center & Museum or Sycuan Cultural Resource Center and Museum
 2. Sculpture walk at University of California San Diego
 3. Local sculptor in focus, such as Niki de Saint Phalle 1930-2002
 - d. Dance
 1. San Diego or California Ballet Company
 2. Alvin Ailey American Dance Theater
 3. Local performance, dancer, or choreographer in focus
 - e. Music
 1. Kumeyaay Song Cycles & Oral Tradition
 2. WorldBeat Cultural Center
 3. Copley Symphony Hall and the San Diego Symphony
 4. Local Jazz Musician in focus, such as Charles McPherson
 5. Selected contemporary local musicians such as:

- a. Stone Temple Pilots, Blink-182, Jason Mraz, Eric Clapton, Steve Perry, Ann Wilson, RuPaul, Anne Akiko Meyers, Roberto Tapia, Jewel, Steve Poltz, etc.
- f. Opera
 - 1. The San Diego Opera
 - 2. Local operatic performance, performer, or director in focus
- g. Film
 - 1. The Ken Theatre
 - 2. The San Diego, Latino, or Jewish Film Festival
 - 3. The 48-Hour Film Project
 - 4. Local filmmaker or film in focus
- h. Photography
 - 1. Museum of Photographic Art
 - 2. Local exhibit or photographer in focus
- i. Literature, such as
 - 1. Víctor E. Villaseñor's *Rain of Gold*
 - 2. Patricia Santana's *Motorcycle Ride on the Sea of Tranquility*
 - 3. Border Voices Poetry Fair
 - 4. Taco Shop Poets
- j. Theater
 - 1. The Old Globe Theatre
 - 2. La Jolla Playhouse
 - 3. The Cygnet Theatre
 - 4. The Lyceum Theatre
 - 5. Local playwright in focus, such as Rick Najera

Course Objectives

Students will be able to:

- 1) Identify and explain the essential characteristics of San Diego's cultural history.
- 2) Identify and describe the characteristic elements of the various art media discussed in class.
- 3) Situate selected creative works within their socio-historical context and the broader context of world culture.
- 4) Correctly apply the language and concepts of aesthetics to selected works of intellectual and artistic creativity.
- 5) Identify and describe the work of at least five artists in the San Diego region.
- 6) Identify, describe, compare and contrast local architecture such as Victorian, Craftsman, Spanish-Colonial, and Art Deco.
- 7) Visit various cultural sites such as Balboa Park, The Old Globe Theatre, the San Diego Museum of Art, Copley Symphony Hall, and the Heritage of the Americas Museum at Cuyamaca College.
- 8) Locate and identify regional artistic events using the Internet and local publications.

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) Quizzes and exams that measure students' ability to identify, explain, compare, and contrast the key terminology and concepts of the course.
- 2) Reports, journals, field activities, and/or responses through which students describe, analyze, and reflect on field experiences (e.g., art-museum visits, concerts, operas, plays, etc.) that bring them into direct personal contact with field activities shall be regarded as normative for this course.
- 3) Essays, research assignments, and/or presentations that measure students' ability to apply course vocabulary and concepts correctly to discussions about the various creative media and works of the humanities.

- 4) Homework assignments that measure students' ability to identify, explain, compare, and contrast the key concepts of the course.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

Instructor may use a variety of instructional techniques to engage students' attention, meet various learning needs, and promote thought and interaction:

- 1) Lecture and discussion regarding the art media assigned to course content to encourage dialogue and learning between students of varying backgrounds and points of view
- 2) Field trips and tours of local cultural sites such as Balboa Park, The Old Globe Theatre, The San Diego Museum of Art, Chicano Park, Copley Symphony Hall
- 3) Guest lectures by local artists, musicians, and writers

Out-of-Class Assignments

- 1) 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.
- 2) Written homework assignments (worksheets, journals, etc.) that summarize and/or reflect upon the assigned reading materials
- 3) Field activities 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. Art:
 1. Linn Benton Virtual College. "ART 102 - Understanding Art," OER Canvas Course. Linn-Benton Community College. Date Added: 07/09/2020.
 2. Miller, Angela L. et al. *American Encounters: Art, History, and Cultural Identity*. Washington University Libraries. Date Added: 06/15/2022.
 - b. History:
 1. Pryde, Philip. *San Diego: An Introduction to the Region, 5th Edition*. Sunbelt Publications, 2014.
 2. Griswold del Castillo, Richard. *Chicano San Diego: Cultural Space and the Struggle for Justice*. University of Arizona Press, 2008.
 3. McKeever, Michael. *A Short History of San Diego*. Lexicos, 1985.
 - c. Humanities: Sporre, Dennis. *Reality through the Arts*. 8th edition. Pearson, 2012.
 - d. Literature: one or more novels selected by instructor:
 1. Villaseñor, Víctor E. *Rain of Gold*. Delta, 1992.
 2. Santana, Patricia. *Motorcycle Ride on the Sea of Tranquility*. University of Mexico UP, 2002.
 - e. Recommended art texts:
 1. Kamerling, Bruce A. *One Hundred Years of Art in San Diego: Selections from the Collection of the San Diego Historical Society*. San Diego Historical Society, 1991.
 2. San Diego Museum of Art. *Selections from the Permanent Collection*. SDMA, 1999.
 - f. Sayre, Henry M. *The Humanities*. 3rd edition. Pearson, 2015.
- 2) Supplemental: As assigned

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.