

HUMAN 6 Course Outline as of Fall 2007**CATALOG INFORMATION**

Dept and Nbr: HUMAN 6 Title: AMERICAN CULTURES

Full Title: American Cultures

Last Reviewed: 10/12/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: HUMAN 31

Catalog Description:

An interdisciplinary pluralistic exploration of American identity. The course will explore the cultural contributions of at least three ethnic groups, focusing on the visual arts, music, drama, film, literature and philosophical/religious thought in the United States. Course materials may be presented either chronologically or thematically.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: An interdisciplinary pluralistic exploration of American identity, focusing on the visual arts, music, drama, film, literature, and philosophical/religious thought in the United States. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 1981	
	G	American Cultures/Ethnic Studies		
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Spring 1984	
IGETC:	Transfer Area		Effective:	Inactive:
	3B	Humanities	Fall 1981	
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course the students will be able to:

1. Analyze representative works of the visual arts, film, drama, music, literature, and/or philosophy/religion from culturally diverse groups within the United States.
2. Relate works to their historical and/or cultural context.
3. Compare and contrast the cultural experiences and cultural expressions of three or more ethnic groups within the United States.
4. Examine their own ideas, values, beliefs, and experiences in comparison with the ideas, values, beliefs, and experiences of other cultural groups within the United States.
5. Demonstrate in writing the ability to analyze, compare and contrast, to weigh arguments, to examine values, and to integrate materials from several disciplines.

Topics and Scope:

1. Representative primary works of visual art, music, film, drama, literature and philosophy/religion which represent a variety of cultural expressions in the United States from the earliest indigenous cultures to the present day.
2. Major theoretical or analytical issues relevant to understanding the meaning of and dynamic interactions between race, ethnicity and gender in the United States as it pertains to the Humanities.
3. The experiences and diversity of cultural expressions of at least

three of the following six ethnic groups:

African Americans, Native Indigenous Americans, Asian Americans, Chicano/Latino Americans, European Americans, and Americans of Middle Eastern origin as they pertain to the Humanities.

4. In addition, the course may examine how issues of class, sexual orientation, age, religion, or disability impact cultural expression or cultural participation in the United States as they pertain to the Humanities.
5. Works which are chosen will be studied within their historical and/or cultural context, and may be structured thematically or chronologically.

Assignment:

1. Reading and analysis of assigned primary texts (30-50 pgs. per week).
2. Reading assignments related to establishing historical or cultural context.
3. Examinations, including quizzes, mid-term, final, and/or take-home exam.
4. 3-5 written essays (1000 words) requiring students to analyze representative works of literature, visual art, music, drama, film, or philosophy/religion. Students will compare and contrast; examine ideas, values, beliefs, and experiences; and/or to integrate two or more disciplines pertaining to the study of the Humanities.
5. Participation in cultural activities, including museum visits, concerts, poetry readings, lectures, and field trips (optional).
6. Creative projects (optional).

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Essays

Writing
50 - 90%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Short essay

Exams
10 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Field trips, activities, creative projects (debates. visual journals)

Other Category
0 - 30%

Representative Textbooks and Materials:

INVISIBLE MAN, by Ralph Ellison, (Vintage; 2nd edition 1995)

BELOVED, by Toni Morrison, (Vintage International, 2004)

GRAND AVENUE: A NOVEL IN STORIES, by Greg Sarris, (Penguin, 1995)

CEREMONY by Leslie Marmon Silko, (Penguin Contemporary American Fiction Series, 1988)

THE HOUSE ON MANGO STREET , by Sandra Cisneros, (Vintage Contemporaries 1991.)

CHINA MEN, by Maxine Hong Kingston, (Vintage International, 1989)

Autobiographical texts such as:

THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN, by Benjamin Franklin, (Dover Thrift Editions, 1996)

NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, by Frederick Douglass, (Dover Thrift Editions, 1995)

BLACK ELK SPEAKS: BEING THE LIFE STORY OF A HOLY MAN OF THE OGLALA SIOUX,

by John G. Neihardt (University of Nebraska Press, 1971)

NEIHARDT (University of Nebraska Press, 1971)

THE AUTOBIOGRAPHY OF MALCOLM X (AS TOLD TO ALEX HALEY), by Alex Haley and

Malcolm X (Bantam, 1992)

THE WOMAN WARRIOR: MEMOIRS OF A GIRLHOOD AMONG GHOSTS, by Maxine Hong,

(Vintage International 1989)

HUNGER FOR MEMORY, THE EDUCATION OF RICHARD RODRIGUEZ, by Richard Rodriguez, (Bantam, 1983)

Texts reflecting immigrant experience such as:

THE JUNGLE: THE UNCENSORED ORIGINAL EDITION by Upton Sinclair, (Sharp Press, 2003)

JASMINE, by Bharati Mukherjee, (Grove Press, 1999)

AMERICAN IS IN THE HEART: A PERSONAL HISTORY, by Carlos Bulosan, (University of Washington Press, 1974)

THE KITE RUNNER, by Khaled Hosseini, (Riverhead Trade; Reprint, 2004)

Visual-arts related texts such as:

LUCY LIPPARD: MIXED BLESSINGS, (Pantheon, 1990)

AMERICAN VISIONS: THE EIPC HISTORY OF ART IN AMERICA, by Robert Hughes, (Knopf, 1999)