

HUMAN 6 Course Outline as of Fall 2021

CATALOG INFORMATION

Dept and Nbr: HUMAN 6      Title: HUMANITIES IN THE U.S.  
Full Title: Humanities in the United States  
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 Humanities in the United States. The course will explore the cultural contributions of at least three cultural groups, focusing on the visual arts, music, drama, film, literature and philosophical/religious thought in the United States. In this multidisciplinary course, students will examine possible answers to the question “How is American identity expressed?” This course will explore the cultural expressions, contributions and traditions of different cultural groups in the United States. This course may be presented either chronologically, thematically, or with exclusive focus on a specific humanistic cultural form or tradition such as Cinema, Fine Arts, Literature, Music, Performing Arts and Technology in the United States.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 1A or equivalent or appropriate placement based on AB705 mandates

**Limits on Enrollment:**

**Schedule of Classes Information:**

**Description:** An interdisciplinary pluralistic exploration of Humanities in the United States. The course will explore the cultural contributions of at least three cultural groups, focusing on the visual arts, music, drama, film, literature and philosophical/religious thought in the United States. In this multidisciplinary course, students will examine possible answers to the question “How is American identity expressed?” This course will explore the cultural expressions, contributions and traditions of different cultural groups in the United States. This course may be presented either chronologically, thematically, or with exclusive focus on a specific humanistic cultural form or tradition such as Cinema, Fine Arts, Literature, Music, Performing Arts and Technology in the United States. (Grade or P/NP)

**Prerequisites/Corequisites:**

**Recommended:** Eligibility for ENGL 1A or equivalent or appropriate placement based on AB705 mandates

**Limits on Enrollment:**

**Transfer Credit:** CSU;UC.

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

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

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Articulate the ways in which the study of the Humanities in the United States provides diverse ways of understanding human thought, creativity, and aesthetics.
2. Interpret and evaluate the ideas and work produced by different cultural groups in the United States in various humanistic fields of study including Cinema, Fine Arts, Literature, Music, Performing Arts and Technology in the United States.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Relate works to their historical and/or cultural context.
2. Compare and contrast the cultural experiences of different cultural groups in the United States.

3. 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.
4. Demonstrate in writing the ability to analyze, compare and contrast, weigh arguments, examine values, and integrate materials from several disciplines. (e.g. Cinema, Fine Arts, Literature, Music, Performing Arts and Technology in the United States).

### Topics and Scope:

- I. Representative primary works in various humanistic fields of study including Cinema, Fine Arts, Literature, Music, Performing Arts and Technology in the United States which represent a variety of cultural expressions in the United States from the earliest indigenous cultures to the present day
- II. 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
- III. The experiences and diversity of cultural expressions by different cultural groups in the United States
- IV. An examination of how issues of class, sexual orientation, age, religion, or disability affect cultural expression or cultural participation in the United States as they pertain to the Humanities
- V. Chosen works will be studied within their historical and/or cultural context, and may be structured thematically or chronologically

### Assignment:

1. Reading and written 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. Three to five written essays (each essay is 500 words each) requiring students to analyze representative works in Cinema, Fine Arts, Literature, Music, Performing Arts and Technology in the United States. 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. Optional participation in cultural activities, including museum visits, concerts, poetry readings, lectures, and field trips
6. Optional creative projects (e.g. debates, visual journals)

### 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
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Writing 50 - 90%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None
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Problem solving 0 - 0%
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**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.

Exams

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:**

Beloved. Morrison, Toni. Vintage International. 2004 (classic)

Ceremony. Silko, Leslie Marmon. Penguin Contemporary American Fiction Series. 1988 (classic)

China Men. Kingston, Maxine Hong. Vintage International. 1989 (classic)

Grand Avenue: A Novel in Stories, 1995. Sarris, Greg. Penguin. 1995 (classic)

The House on Mango Street. Cisneros, Sandra. Vintage Contemporaries. 1991 (classic)

Invisible Man. 2nd ed. Ellison, Ralph. Vintage. 1995 (Classic)

Autobiographical texts such as:

The Autobiography of Benjamin Franklin. Franklin, Benjamin. Dover Thrift Editions. 1996 (classic)

The Autobiography of Malcolm X (As Told to Alex Haley). Haley, Alex and Malcolm X. Bantam. 2001 (classic)

Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux. Neihardt, John G. University of Nebraska Press. 1971 (classic)

Hunger for Memory, The Education of Richard Rodriguez. Rodriguez, Richard. Bantam. 1983 (classic)

Narrative of the Life of Frederick Douglass. Douglass, Frederick. Dover Thrift Editions. 1995 (classic)

The Woman Warrior: Memoirs of a Girlhood Among Ghosts. Hong, Maxine. Vintage International. 1989 (classic)

Texts reflecting immigrant experience such as:

America is in the Heart: A Personal History. Bulosan, Carlos and McWilliams, Carey. University of Washington Press. 1974 (classic)

Jasmine. Mukherjee, Bharati. Grove Press. 1999 (classic)

The Jungle: The Uncensored Original Edition. Sinclair, Upton. Sharp Press. 2003(classic)

The Kite Runner. Hosseini, Khaled. Riverhead Trade. Reprint. 2004 (classic)

Visual-arts related texts such as:

American Visions: The Epic History of Art in America. Hughes, Robert. Knopf. 1999 (classic)

Mixed Blessings: New Art in a Multicultural America. Lippard, Lucy. Pantheon. 1990 (classic)