

HUMAN 6 Course Outline as of Fall 2000

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 exploration of American identity and the invention of what it means to be an American. The course will explore the cultural contributions of at least three racial or ethnic groups, focusing on the visual arts, music, drama, film, literature and philosophical/religious thought within a cultural context of the United States. Course materials may be presented either chronologically or thematically.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: An interdisciplinary 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:

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:

In this course the student will:

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 racial or ethnic groups within the United States.
4. Participate in cultural activities outside of class by attendance at museum visits, lectures, forums, performances, films, poetry readings, etc. as well as scheduled field trips.
5. Examine their own ideas, values, beliefs, and experiences in comparison with the ideas, values, beliefs, and experiences of other cultural or racial groups within the United States.
6. 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. The course will focus on 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. The course will address major theoretical or analytical issues relevant to understanding the meaning of and dynamic interactions between race, ethnicity and gender in the United States.
3. The course will explore the experiences and cultural expressions of at least three of the following six ethnic/racial groups: African Americans, American Indians, Asian Americans, Chicano/Latino Americans, European Americans, and Americans of Middle Eastern origin.
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.
5. Works which are chosen will be studied within their historical and/or cultural context.
6. The course may be structured either thematically or chronologically.
7. The course may be team taught or supplemented by lectures or presentations from a variety of disciplines related to the study of American cultures.

Assignment:

1. Careful reading and analysis of assigned primary texts.
2. Reading assignments related to establishing historical or cultural context.
3. Examinations, including quizzes, mid-term, final, and/or take-home exam.
4. Written essays requiring students to analyze representative works of literature, visual art, music, drama, film, or philosophy/religion.
5. Written essays requiring students to compare and contrast; examine ideas, values, beliefs, and experiences; and/or to integrate two or more disciplines.
6. Participation in cultural activities, including museum visits, concerts, poetry readings, lectures, and field trips (optional field trips).
7. Creative projects (optional, depending on instructor).

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, Essay exams, Term papers, Fml. Lec. When Comb. Classes

Writing 50 - 80%

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 answer	Exams 10 - 30%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Field trips, cultural activities, and/or creative projects	Other Category 10 - 30%

Representative Textbooks and Materials:

American literature anthologies such as those published by Norton (1995).

Literary texts by authors of varied ethnic/racial backgrounds, such as Mark Twain's *Huckleberry Finn*, Richard Wright's *Native Son*, Ralph Ellison's *Invisible Man*, Tony Morrison's *Beloved*, Greg Sarris's *Grand Avenue*, Leslie Marmon Silko's *Ceremony*, Sandra Cisneros's *House on Mango Street* or Maxine Hong Kingston's *China Men*.

Autobiographical texts, such as Benjamin Franklin *Autobiography*, Frederick Douglass *Narrative*, John Neihardt *Black Elk Speaks*, Alex Haley *The Autobiography of Malcolm X*, Maxine Hong Kingston *Woman Warrior*, Richard Rodriguez *Hunger for Memory*.

Texts reflecting immigrant experiences, such as Upton Sinclair's *The Jungle*, Bharati Mukherjee's *Jasmine* or Carlos Bulosan *America is in the Heart*.

Anthologies or textbooks such as:

Lucy Lippard: *Mixed Blessings* (art multicultural focus) (Pantheon, 1990)

Orville Miles: *Inventing America*. (St. Martins 1996)

Dale Steiner: *Of Thee We Sing* (HBJ 1987)