ROSE STATE COLLEGE

Division Course Syllabus

Division       Humanities      Course Prefix and Number  HUM 2313
Course Title   American Humanities
Semester and Year Submitted  REVISED Spring 2021  Credit Hours  3
Prepared by    Sherri Mussatto
Hours Per Week:  Class  3  Lab  0

Course Description (as it appears in Catalog):

The goal of this course is to give the student an appreciation of our civilization as a vital culture with its own traditions, customs, values, ideals, ethics and myths, and an understanding of its relationship to other civilizations. This course is an interdisciplinary study of the cultural accomplishments of America from its colonial beginnings to the present. The artistic, literary, musical, and philosophical movements and creators will be emphasized to provide a comprehensive understanding of the development and influence of American culture. May be taken as credit for Humanities General Education Requirements.
Prerequisite: ENGL 1113 or Concurrent Enrollment

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Text(s): There is no textbook for this class.
Videos will be used in place of a book.
Supplemental Materials: (Other books, audio visual aids, etc.)
None
Rationale:
By becoming aware of the various movements in literature, events in history, fine arts works, musical movements, and various forms of popular culture, we will attempt to determine the “general” character of America, and to realize the philosophical and ideological relationships underlying the principles of the American arts. We will study how people at different points in American history have defined their understanding of what it is to be an American, how that identity has been manifested via the arts, and how it has evolved since the beginning of the 18th century. We hope to come away with an appreciation for both individual artists and innovations, while at the same time being aware of the dynamic interplay and synchronistic nature of the field of humanities and history.

Expected Outcomes (Course Objectives):

1. Define Humanities.
2. Evaluate the power of images.
3. Recall the importance of art to people and history.
4. Recognize the role of artists in defining the cultural identity of America.
5. Recognize, recall, and relate the major socio-political events and figures; major artistic movements, works, and artists; major literary movements, works, and authors; and major philosophical/religious movements and figures in American culture.
6. Recognize and identify the interrelationships among the various socio-political, creative, and philosophical developments in American culture.
7. Recognize and relate basic human concerns and the common humanity that links people of all times.
8. Discuss, evaluate, and communicate how major events in American history have affected cultural production from Pre-Colonial America to the present.
9. Discuss, evaluate and communicate independent conclusions about major works of artistic, philosophical, and literary expression from Pre-Colonial America to present-day America.

Methods of Instruction:
All Rose State College professors will use the online learning management system for the class syllabus, welcome from professor, and student grades but may use it for much more. Methods of instruction will vary with professors, but they are encouraged to explain their methods at the beginning of each course. These methods may include but are not limited to the following: audio-visual presentations, lectures, class discussions, small group discussions, and guest lecturers. (Note: Be sure to notify the Humanities Division Office when a guest lecturer is scheduled). Professors should also encourage students to attend art galleries, theater performances, and other relevant cultural events.

Required Assessment (Including Critical Thinking Measurements):

1. Content exams and/or quizzes
2. At least one research project or presentation
3. At least ten pages of credited writing for assessment, inquiry, learning, thinking, and/or communication
Other Assessment:
Methods may vary with professor but could include the following: (Note: These may be counted as part of the ten page credited writing mandated in #3 above)
   1. Essay exam questions
   2. Written reports
   3. Essays
   4. Journals or other written responses
   5. Presentations and the use of audio/visual components
   6. Cultural experiences
   7. Discussion board discussion postings
   8. Participation grades

Reminders to Professors:
- All unit level objectives must align with a particular course level objective.
- All assignments within each unit must align with or link to a particular unit level objective.

Rose State College Expected General Education Outcomes
- The Rose State College Assessment Program strives to provide relevant and timely data to support efforts at continuous improvement of student learning on the campus of Rose State College. Current expected outcomes include effective written communication, global and cultural awareness, and quantitative reasoning skills.
  - Humanities classes measure effective writing communication and global and cultural awareness.

1. Effective Written Communication is the ability to compose a quality written document on a collegiate level. This includes the following characteristics:
   - Development of a Central Idea
   - Diction
   - Organization
   - Support
   - Sentence Structure
   - Grammar and Mechanics

2. Diversity Awareness is vital to the ability to work toward a climate of mutual respect and acceptance of individual differences that include race, culture, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and cognitive abilities, spiritual beliefs, political beliefs, and other ideologies. Students who demonstrate diversity awareness will be able to:
   - Evaluate the effect that Rose State College’s classes, events, workshops, and programs have had in heightening awareness, knowledge, or appreciation of people who represent a different race, ethnicity, gender, sexual orientation, physical or cognitive ability, spiritual belief, or political belief or ideology.
• Recognize one’s own comfort level when relating to people of various backgrounds and identify resources on campus that might help to raise that comfort level.
• Determine how students’ differences affect their relationships with others at Rose State College.
• Create an inclusive, open-minded culture that embraces diversity.
• Practice respect for people with qualities and experiences different than one’s own.
• Judge (or Appraise) the value of working cooperatively with people from various backgrounds and life experiences.
• Analyze one’s own perception of discrimination on campus, in the local community, and on the national level.

3. Quantitative Reasoning refers to the ability to analyze information when presented either numerically, or in formulas, graphs, or tables, and to critically evaluate and interpret that information for solving problems, making predictions, or drawing conclusions. Students who demonstrate quantitative reasoning skills will be able to:
   • Calculate: Identify relevant mathematical information, and select appropriate methods to answer questions of a numerical nature.
   • Connect: Express and/or evaluate quantitative relationships using graphs, charts, or formulas; and
   • Conclude: Evaluate representations and inferences that are based on quantitative information, and recognize questionable values and assertions.

Unit Level Objectives:

Unit 1 – Native Peoples and European Explorers: (Expected Outcomes 2-9)

1. Describe the interactions of the European explorers with the indigenous populations.
2. Identify the major colonial powers on the North American continent.
3. Examine the political and economic conditions in Native communities when the Europeans arrived.
4. Discuss the social, economic, and religious ideas of various European explorers.
5. Analyze the effects of the introduction of Christianity to various cultures in the Americas.

Unit 2 – Colonial America: (Expected Outcomes 2-9)

1. Describe Puritan society and its values.
2. Explore the Puritan influence in our culture.
3. Identify the social, economic, and religious ideas of Colonial America.
4. Identify some pre-revolutionary artists and motifs in Puritan art.
5. Describe Jamestown and the experiences of the English there.
6. Contrast the art work of Catholics and Protestants during this time period.
7. Identify and describe styles of artistic expression in the Southern colonies during the 17th century.
8. Examine stylistic characteristics of 17th century portraiture.
Unit 3 – Establishing a New Republic: (Expected Outcomes 2-9)

1. Examine the shift in thought from colonialism toward independence.
2. Differentiate the ideals of the Enlightenment with those of the Puritans.
3. Recognize the effects of the American Revolution on artists and their subject matter.
4. List artists associated with works connected with the American Revolution and describe their major works of art.
5. Identify and describe some major architectural symbols of the new nation.
6. Describe the depiction of Native people in captivity narratives and art work during this time period.

Unit 4 – Manifest Destiny and Indian Removal: (Expected Outcomes 2-9)

1. Identify the adaptive strategies taken up by Native people as they attempted to preserve the core concepts of their own world views while assimilating into a European-based world.
2. Define the term "Manifest Destiny" and discuss its effects on both the European immigrants as well as the Native people.
3. Identify explorers and artists associated with the philosophy of Manifest Destiny.
4. Explain the causes and effects of Indian Removal.
5. Draw conclusions about the destruction of nature as it relates to the destruction of Native peoples.

Unit 5: Nature and Nation (Expected Outcomes 2-9)

1. Compare and contrast the differing opinions about nature and man's role in it during the early to mid1800s.
2. Define the philosophy of Transcendentalism, led by Emerson and Thoreau.
3. Analyze representative selections of Transcendentalist literature.
4. Define the Hudson River Valley School of American landscape painting and recognize its major artists and their works.
5. Examine several representatives of paintings from the Hudson River Valley School in order to discern the message they might be conveying about nature.

Unit 6 – A Nation at War: (Expected Outcomes 2-9)

1. Discuss the depiction of the issue of slavery in art.
2. Identify major authors who made a commentary on the issue of slavery in major pieces of literature of the years leading up to the Civil War.
3. Identify major artists who made a commentary on slavery through their art work and discuss the effects of several pieces of art on the attitudes toward slavery.
4. Identify examples of art and literature that provided commentary on the Civil War and its effects on the nation.
Unit 7 – American Impressionism: (Expected Outcomes 2-9)

1. Recognize the origins of American Impressionism.
2. Identify and describe the major American Impressionists and some of their major works.
3. Create a presentation to share with the class that introduces and describes a chosen American Impressionist painter and his or her works.

Unit 8 – Immigration and Industrialization: (Expected Outcomes 2-9)

1. Recognize how photography had a major part in memorializing the Native culture.
2. Analyze the influence of industrialization and mass production of art during the early 20th century.
3. Discuss the effects of immigration on American society and the immigrants themselves.
4. Describe the complexities of the relationship between business, art, and society in the early 1900s.
5. Identify the significant changes in style and content that were seen in the works of early 20th century artists including the Ashcan School and the rise of American Realism.
6. Identify the significant changes in style and content that were seen in the works of early 20th century artists including the Ashcan School and the rise of American Realism.
7. Identify major Ashcan School artists and their works.

Unit 9 – The Sociopolitical Climate of the 1920s and 1930s: (Expected Outcomes 2-9)

- List and describe the major sociopolitical concerns of the 1920s and 1930s.
- Discuss the new relationships that developed between the U.S. government and art in response to the Great Depression and the types of art produced from this relationship.
- Recognize the complexities of the relationship between art and society during this time period.
- List the reasons for the emergence of documentary photography during the 1930s.
- List major artists their works from this time period.
- Define Art Deco and list its characteristics.

Unit 10 – The Harlem Renaissance: (Expected Outcomes 2-9)

1. Recognize the social and political circumstances that led to the movement called The Harlem Renaissance.
2. Identify the major figures of the Harlem Renaissance.
3. Analyze how their works redefined the African American experience in the United States.
4. Explain the impact of the Harlem Renaissance.
Unit 11: Moving into the Modern Age: (Expected Outcomes 2-9)

1. Define the major artistic movements of Abstract Expressionism, Pop Art, Postmodernism, and Feminist Art.
2. List the qualities that characterized Modern Art and identify major artists and their works.
3. Analyze and evaluate a representation of Modern Art.
4. Recognize the power of Protest Art.

Unit 12: The Power of the Humanities (Expected Outcomes 1-5)

1. Defend the importance of the study of the Humanities in higher education.
2. Discuss the power of a particular image presented in this course.