ROSE STATE COLLEGE

Division Course Syllabus

Division  Humanities  Course Prefix and Number  HUM 2313

Course Title  American Humanities

Semester and Year Submitted  REVISED Fall 2018  Credit Hours  3

Prepared by  Sherri Mussatto and Lori R. Morrow

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

Prerequisites:  ENGL 1113 or Concurrent Enrollment

Text(s):

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Copyright Date</th>
<th>ISBN#</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framing America</td>
<td>Pohl, Frances K.</td>
<td>Thames Publishing</td>
<td>2012</td>
<td>978-0-500-28983-9</td>
<td>11th Grade</td>
</tr>
</tbody>
</table>

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. 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.
2. Recognize and identify the interrelationships among the various socio-political, creative, and
   philosophical developments in American culture.
3. Recognize and relate basic human concerns and the common humanity that links people of all
times.
4. Discuss, evaluate, and communicate, orally and in writing, how major historical events, such as
   warfare, scientific and technological advancement, as well as colonialism and political theory,
   have affected cultural production from Pre-Colonial America to the present.
5. Discuss, evaluate and communicate, orally and in writing, 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
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. Global and Cultural Awareness stems from a critical analysis of and an engagement with complex, interdependent global and cultural systems and legacies (such as natural, physical, social, economic, and political) and their implications on people’s lives. Through global and cultural awareness activities, students should:
   • Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
   • Seek to understand how their actions affect both local and global communities
   • Address the world’s most pressing and enduring issues collaboratively and equitably
   • Work cooperatively with people from populations different than their own
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 – Introduction to the Humanities: (Expected Outcomes 1, 2, 3, 4, 5)
   1. Recall the importance of art to people and history.
   2. Identify key terms to understanding the Humanities.
   3. Define Humanities.
   4. Recall the role of artists in defining the cultural identity of America.
   5. Discuss the power of images.

Unit 2 – Art and Conquest: (Expected Outcomes 1, 2, 3, 4, 5)
   1. Identify the three major colonial powers on the North American continent.
   2. Describe the interactions of the colonists with the indigenous populations.
   3. Examine the political and economic conditions in Native communities when the Europeans arrived.
   4. Discuss the social, economic, and religious ideas of colonial America.
   5. Demonstrate knowledge of Puritan thought to explore its continued influence in our culture.
   6. Identify pre-revolutionary artists.

Unit 3 – Defining America: (Expected Outcomes 1, 2, 3, 4, 5)
   1. Examine the shift in thought from colonialism toward independence.
   2. Differentiate the ideals of the Enlightenment with those of the Puritans.
   3. Identify the complications inherent in the growth of a new nation.
   4. Describe the architectural symbols of the new nation and the Neoclassical influences that determined a common visual vocabulary.
   5. Examine how architecture begins to reflect both form and function (Capitol Building, Shaker meeting house, art, prison).

Unit 4 – Nature and Nation: (Expected Outcomes 1, 2, 3, 4, 5)
   1. Describe the American Transcendentalist movement led by Emerson and Thoreau.
   2. Analyze the beginnings of landscape and genre painting, including the Hudson River School artists.
   3. Define the concepts of picturesque, beautiful and sublime.
4. Discuss the concern of exploitation of nature for material gains.
5. Draw conclusions about the destruction of nature as it relates to the destruction of Native peoples.
6. Define “Manifest Destiny” and “imperialist nostalgia.”
7. Summarize the ways in which women were depicted in paintings of this time period and how these depictions reflected American society’s attitudes toward them.

Unit 5 – A Nation at War: (Expected Outcomes 1, 2, 3, 4, 5)
1. List the causes and effects of the three major conflicts of the 19th century: The Mexican-U.S. War of 1846-48, the Civil War; and the Indian Wars.
2. Identify examples of art, music, and literature that propagandized the Civil War and antebellum attitudes about race.
3. Explain the emergence of mass media and new technology in photography during this period.
4. Discuss the conventions of history painting in order to examine the period of Reconstruction in the South.
5. Identify the adaptive strategies taken up by Native peoples as they attempted to preserve the core concepts of their own world views while assimilating into the European-based world.

Unit 6 – Work and Art Redefined: (Expected Outcomes 1, 2, 3, 4, 5)
1. Analyze the rise of class issues in the Gilded Age and the influence of Social Darwinism.
2. Identify the social tensions of the Gilded Age as reflected in the art and literature.
3. Identify the changes in the modes of labor and the organization of the national economy.
4. Discuss the Chicago School of Architecture and what was so unique and important about it.
5. Describe the main claims of the “Declaration of Sentiments” and name artists and literary figures who portrayed the shifts in gender roles that were occurring during the period.
6. Identify the contributions of literary and musical giants of the Gilded Age (Mark Twain, Walt Whitman, Emily Dickinson, etc.)

Unit 7 – The Machine, the Primitive, and the Modern: (Expected Outcomes 1, 2, 3, 4, 5)
1. Identify the significant changes in style and content that were seen in works of early 20th century artists, including the Ashcan School and the rise of American Realism.
2. Analyze the influence of mass production of art during the early 20th century and the role it played in propagandizing World War I.
3. List the qualities that characterized Modern Art and identify major artists.
4. Identify artists whose work crossed gender boundaries.
5. Discuss the relationship between gender and consumption that can be seen in the architecture of the period.
6. Identify the major figures of the Harlem Renaissance and how their works expressed the exploration of the civilizations of Black Africa and redefined the black experience in the United States.
Unit 8 – Art for the People, Art against Fascism: (Expected Outcomes 1, 2, 3, 4, 5)
1. Discuss the new relationship that developed between government and art in response to the Great Depression of the 1930s, and the types of art produced from this relationship.
2. Describe the architectural movement led by Walter Gropius and Mies van der Rohe and how it relates to the government’s “planned communities” of the time.
3. Identify the artists (“Los Tres Grandes”) who gave a different version of the American Dream from most of the federal muralists during this period.
4. Describe the complexities of the relationship between business, art, and society during the Great Depression.
5. List the reasons for the emergence of documentary photography during the 1930s.
6. Explain the relationship between Hitler’s Third Reich and Modernist Art and the American Artists’ Congress members’ response.
7. Define social realism, surrealism, and abstraction and discuss their function as art of freedom and democracy.

Unit 9 – From Cold War to Culture Wars: (Expected Outcomes 1, 2, 3, 4, 5)
1. Describe the cultural impacts of World War II and its immediate aftermath, including the counterculture reaction to it.
2. Explain how the 1950s through the 1970s can be organized around specific political, social, and artistic movements, such as the Cold War, abstract expressionism, Civil Rights Movement, Pop art, Feminist art, etc.
3. Define “minimalism” and discuss the ways it manifested itself in painting, sculpture, and architecture in the 1950s and 1960s.
4. Analyze the Protest art of the 1960s that addressed issues of Civil Rights and the Vietnam War.
5. Debate the controversial issues of art in public places.
6. Define “postmodernism” and identify examples of postmodern art and architecture.
7. List the ways in which artists and literary figures in the late 20th century used art as a form of activism.
8. Discuss the “culture wars” fought in the United States during the 1980s and 1990.
9. Identify and discuss relevant present-day issues, such as global warming, U.S. involvement in Afghanistan, the impact of the War on Terror on people living in the U.S., and the increasing fortification of U.S. borders.