

Humanities 1301- 252

Mon. & Wed. & Fri.

Holden Hall 006

INTRO TO HUMANITIES SYLLABUS

Fall 2020

Mr. Sanchez Arnold V.

asanchez@southplainscollege.edu

Course Credit: **3 semester hour credit**

Drane Hall 341

Meeting Room: ***Office Hours Mon. & Wed. 1:00 to 2:00 and by Appointment***

Course Description:

This is an interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society.

Course purpose:

The purpose of this course is to introduce students to the major theories and concepts in life span development including the physical, cognitive, and psychosocial changes that occur from conception till death. Ultimately, this course is designed with the intent of offering students an opportunity to develop a range of sensibilities about students from various ethnic, cultural, and linguistic backgrounds, as well as develop a broader understanding of why multiculturalism and the

questions/information it raises are critical in today's complex societies.

Textbook and Readings:

Text: *Black Americans*, Pinkney Alphonso, 5th edition.

Text: *American Ethnicity*, Adalberto Aguirre, Jr., Jonathan H Turner, 7th edition. Standard Written English
REQUIREMENT:

All written assignments should be presented using the conventions of Standard Written English. South Plains College requires all students to become proficient in "academic English," a form of English that is typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. Writing instructors and professors in courses across the campus expect all students to demonstrate proficiency in using the conventions of academic English in their written work, whether it is in-class exams or take-home essays. Each instructor may also add additional requirements regarding written assignments that are contained in your syllabus.

Evaluation:

Student progress on student learning outcomes will be evaluated using by a variety of assessment measures that will vary by topic and instructor. Assessment strategies may include, but not be limited to:

- Written critical or reflective responses to readings
- Written reflections on course assignments and in-class discussions and activities
- Participation in and completion of cooperative learning tasks
- Development of a written position paper on a critical issue in public schooling
- Written videotape analysis
- Oral discussion participation
- Oral individual and/or group presentations
- Content-based quizzes and exams

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- Midterm projects or examination
- Final examination

Methods:

Instructional methods may include, but not be limited to lecture, individual and group work, service/community projects, the use of film and speakers, online discussion board, video conferencing, and/or other methods identified as necessary by the instructor of record.

Student Learning Outcomes:

Knowledge outcomes:

Explain major concepts, principles, and theories that account for psychological phenomena, such as individual and group prejudice, stereotypes, and discrimination
 Explore the multidisciplinary (sociological, historical, economic, political) processes by which dominant and subordinate groups are constructed, including ideologies of privilege, power, oppression, difference, and inequality.
 Compare and contrast the histories, tribulations, achievements, contributions, values, and communication styles of dominant and subordinate groups.

Disposition Outcomes:

Develop a heightened sensitivity to and tolerance of people from diverse backgrounds and cultural perspectives.

Explore conditions under which reductions in prejudice, discrimination, and social inequality may occur.

Skills Outcome:

Employ diverse analytical resources, comparative modes of study, and research data and conclusions as critical cognitive tools to address issues of difference.

WARNING

This course involves controversial topics which may challenge or conflict with your existing beliefs and may require you to go outside your comfort zone. We will examine oppression privilege and inequality from a variety of expert, academic, and research perspectives. Although you are not expected to accept or concur with the perspectives, attitudes, and beliefs of the instructor, authors, or fellow classmates, you must at least consider other perspectives and interact with others respectfully.

*My door is always open to any concerns you have during this course.
Confidentiality is guaranteed.*

DOUBLE WARNING

The level of readings for this course ranges from short and sweet to difficult and demanding. You must be prepared to read, read, read, read, read, read . . . and, most importantly, think. If you don't like to read period, you may want to rethink this class. On the other hand, you may find that some of the readings, although challenging, are not incomprehensible and you may even find them fascinating. I will supply several tools to help you with the materials including lectures, examples, connections, outlines. Plus, as an online community, you can help each other through the Discussion tool. All these tools are invaluable for your learning.

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student

Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Grade breakdown:

Participation	25%
Quizzes	15%
Midterm	15%
Multicultural Activities	10%
Written Assignments	15%
Final	20%

Absentee Policy:

Students are expected to attend all class sessions. Attendance and participation are critical in this course. Absences from class will directly impact your grade. It is expected that should it be necessary for you to be late or absent from class, you will **contact your course instructor preferably prior to the class session via e-mail and/or telephone. Attendance will be taken at each class meeting and it is your responsibility to sign-in at each class session.** It is **your responsibility** to **sign-in** at each class session.

The following is **a tentative outline** of how we will base the assessment of performance in this class. For each of the objectives listed above there are readings and assignments that will provide you with developmental experiences. These assignments will be evaluated, but it is assumed that all of you will be successful in this course. Grades will be based on the following scale:

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A= 90-100 %- Superior quality work

B= 80-89% - Good to excellent work with some areas of weakness
C= 70-79% - Minimum requirements met for class requirements

D=60-69%- Lack of performance, effort, and assignment objectives
achievement F=<60 – Failure to achieve course objectives

Course Outline

**** denote selections from the reader.**

Week 1 8 -24	Introductions Handout First Article **
8 -26	Article II **
8 -31	Quiz 1 & Article III **
9 - 2	Article III **
9 - 7	Holiday Article IV **
9 - 9	Ch. 1 - <i>American Ethnicity</i> Quiz 1 - Article IV **
9 - 14	Ch. 2 - <i>American Ethnicity</i> Quiz 2 & Article V **
9 - 16	Ch. 2 - <i>American Ethnicity</i> Article V **
9 - 21	Multicultural Activity 1 due - Ch. 3 - <i>American Ethnicity</i> -Quiz 3
9 - 23	Ch. 3 - <i>American Ethnicity</i>
9 - 28	Ch. 4 - <i>American Ethnicity</i> & Article VII ** Quiz 4

9 - 30	Ch.4 - <i>American Ethnicity</i> Article VII
10 - 5	Ch. 5 - <i>American Ethnicity - Quiz 5</i>
10 - 10	Midterm is due- Ch. 5 - <i>American Ethnicity</i>
10 - 12	Ch. 6 - <i>American Ethnicity-Quiz 6</i>
10 - 14	Multicultural Activity 2 due - Ch. 6 - <i>American Ethnicity</i>
10 - 16	Work on the Culture Project!
10 - 19	Ch. 7 - <i>American Ethnicity -Quiz 7</i>
10 -21	Ch. 7 - <i>American Ethnicity</i>
10 -23	Work on the Culture Project!
10 - 26	Ch. 8 - <i>American Ethnicity -Quiz 8</i>
10 -28	Multicultural Activity 3 due - Ch. 8 - <i>American Ethnicity</i>
10 - 30	Work on the Culture Project!
11 - 2	Ch. 9 - <i>American Ethnicity -Quiz 9</i>

11 - 4	Work on the Culture Project!
11 - 6	Ch. 10 - <i>American Ethnicity</i> <u>Quiz 10</u>
11 - 9	Ch. 10 - <i>American Ethnicity</i>
11 - 11	Quiz 11 and Ch. 1 & 2 African Americans
11 -13	Work on the Culture Project!
11 -16	Ch. 3 & 4 African Americans
11 - 18	Ch. 5 & 6 African Americans
11 - 20	Ch. 7 & 8 African Americans
11 - 23	Presentations & Ch. 9 & 10 & 11 African Americans
12 - 2	Presentations
12 - 3	Final is due!

- a. Face coverings are required. Students are expected to enter the building wearing a face covering and keep it on throughout the class period and when walking through the building afterward. There will also be sanitization stations or kiosks located in academic

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buildings where students may obtain temporary face masks.

- b. Signage. Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer. If you are taking a class in a building you don't know well, plan to visit that building in person prior to the start of classes to take a look around.
- c. Seating assignments. Students are expected to sit at a minimum of six feet apart. [Seats in our classroom may be marked as available and unavailable.] A required seating chart will be created once everyone is positioned with appropriate social distancing. There will also be an orderly procedure, designed to ensure social distancing, for exiting the classroom.
- d. Face covering requirement. Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus. This requirement is consistent with the current (as of July 2, 2020) State mandate to wear face coverings in public.
- e. How to exit the class. Our plan for how class will be dismissed and in what order (e.g., row-by-row starting from the back), stressing the need to keep face coverings on and maintain social distancing. If available, students should wipe down their desks/table spaces with sanitizing wipes.

****Sharing books with others is not recommended. Some students read and study differently and your sharing with them may cause another student a problem without your knowing it. Please bring your own book to class. Bringing your book to class is considered an important part of class participation.***

Civility in our Classroom:

Students are expected to assist in maintaining a classroom environment which is conducive to learning.

In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any form of distraction, such as cell phone, text messaging etc. Inappropriate behavior in the class shall result, minimally, in a request to leave class.

Participation

There is a daily participation grade for this course. There will be **10 pts** available a day and these points will be awarded as follows:

10 pts. Does *all* of the following:

- ☒ Comes to class on time.
- ☒ Has done all required homework preparation for class. Does all work.
- ☒ Participates actively and takes initiative in ALL activities.

5 pts.

- ☒ Arrives 1 to 10 minutes late, *or*
- ☒ Has not done all required homework preparation for class, *or* Does only some work, *or*
- ☒ Participates in only some activities *or* does not take initiative.

0 pts.

- ☒ Arrives more than **10 minutes** late, *or*
- ☐ Leaves class for any reason, *or*
- ☐ Does no work, *or* Has
- ☐ cell phone out, *or*
- ☐ Does not participate.

Bibliography and Recommended Readings:

hooks, b., (1994). Making culture: Representing the poor. In *Outlaw culture: Resisting representations*. New York: Routledge.

Darder, A. (1995). *Culture and difference: Critical perspectives on the bicultural experiences in the United States*. Westport, Connecticut. Bergin & Garvey.

Heckman, P., and Associates (1995) *The courage to change*. Newberry Park, Sage.

Ladsen-Billings, Gloria. (1994). *The dreamkeepers*. San Francisco: Jossey Bass.

McLeod, Jay. (1995). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder: Westview Press.