EL CENTRO COLLEGE  
HUMA 1302-51401  
INTRODUCTION TO HUMANITIES II  
(Identity, Culture, and Performance)  

Fall Semester 2019 (August 26 - December 12, 2019)  
Internet Based  

Syllabus  

GENERAL INFORMATION  
El Centro College Academic Transfer Division  
Anthony Mansueto, Executive Dean  
Joselyn Gonzalez, Associate Dean  
Division Office A442 / 214-860-2357  

INSTRUCTOR INFORMATION  
Randall Garrett  
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COURSE DESCRIPTION  

Course explores human identity and culture through the lens of performance. Course units will look at gender, sexuality, race, ethnicity, and class, to examine how these identities are performed in a variety of fine arts contexts, such as performance art, cinema, literature, music, theatre, and dance.  

Human value choices are presented through the context of the humanities. Universal concerns are explored, such as a person’s relationship to self and to others and the search for meaning. The human as a loving, believing and hating being is also studied. Emphasis is on the human as seen by artists, playwrights, film makers, musicians, dancers, philosophers, and theologians. The commonality of human experience across cultures and the premises for value choices are also stressed. (3 Lec.)  

EXPECTATIONS  

In this course we will study aspects of identity, culture, and performance. As such, there will be content with which you may agree or disagree. For the sake of academic integrity, this will be a safe space for communication. What does that mean? According to Advocates for Youth, a safe space is:  

"A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome or challenged on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability; a place where the rules guard each person’s self-respect, dignity and feelings and strongly encourage everyone to respect others.  

I expect our discussions to be open, respectful, and non-judgmental of others with differing backgrounds and identities. I appreciate the use of language that is appropriate to an academic setting, and thank you for your help in creating a positive environment for learning.  

PREREQUISITE  

One of the following must be met: (1) Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) Reading Standard.
EXEMPLARY EDUCATIONAL OBJECTIVES

The objective of the humanities and visual and performing arts in a core curriculum is to expand students’ knowledge of the human condition and human culture, especially in relation to behaviors, ideas and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities. The exemplary educational objectives are:

• To demonstrate awareness of the scope and variety of works in the arts and humanities.
• To understand those works as expressions of individual and human values within an historical and social context.
• To respond critically to works in the arts and humanities.
• To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
• To articulate an informed personal reaction to works in the arts and humanities.
• To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
• To demonstrate knowledge of the influence of literature, philosophy and/or the arts on intercultural experiences.

THECB INFORMATION INTELLECTUAL COMPETENCIES

1. Reading - The ability to analyze and interpret a variety of printed materials - books, documents, and articles - about the Humanities above a 12th grade level.
2. Writing - The ability to produce clear, correct, and coherent prose adapted to purpose occasion, and audience - about Humanities above a 12th grade level.
3. Speaking - The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience about Humanities above a 12th grade level.
4. Listening - The ability to analyze and interpret various forms of spoken communication about Humanities and possess sufficient literacy skills of writing and reading about Humanities above the 12th grade level.
5. Critical Thinking - The ability to think and analyze Humanities at a critical level.
6. Computer Literacy - The ability to understand our technological society, use the computer based technology in communications, solving problems, and acquiring information about Humanities.

STUDENT LEARNING OUTCOMES

The following are the learning outcomes of all Humanities 1302 courses taught in the DCCCD Colleges. Upon successful completion of this course, the student will be able to:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Articulate how these works express the values of the individual and society within an historical and social context.
3. Articulate an informed personal response and critically analyze works in the arts and humanities.
4. Demonstrate knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences.
5. Demonstrate an awareness of the creative process and why humans create.
COURSE MATERIALS

TEXTBOOK
No course textbook is required. Reading assignments will be given throughout the course.

EVALUATION / GRADING
Grading Scale: 100 points are possible for this course.

Numerical / Letter Grade Equivalents: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F

Exams (60% total): 4 online exams (15% each) covering the blog lectures and book readings.
Writing/essays (16%): 2 written essays (8% each) based on analysis of live performance visits.
PowerPoint Final (8%): discussion board performance exercises presented as final assignment.
Discussion Board / Performance Exercises (16%): Participation in weekly discussion board and performance exercises related to course topics.

Attendance Policy: You will be graded for attendance based on your participation in the daily course materials. This means participating in a timely and complete manner. If you miss 4 or more of the weekly assignments, your grade will be dropped an additional 10%, 6 or more missed assignments will reduce your grade by 15%, and 8 or more missed assignments will result in an additional 20% reduction in your course grade.

Late Work: Late work will only be accepted at the discretion of the instructor and will incur a penalty based on timeliness and student responsibility.

Course Drop Date: If necessary, you can withdraw from the course before the deadline, either in the Admissions Office, room A157 (214-860-2311), or online via eConnect. This process can only be initiated by the student, not by your instructor.

COURSE OUTLINE
Defining Identity, Culture, and Performance
Dramaturgy
Performativity
Purposes of Performance
Theatre
Performance Art
Dance
Spoken Word
Music
Moving Image
Image and Self
Fashion and Society
Performance and Ritual

DISCLAIMER
The provisions contained in this syllabus do not constitute a contract between the student and El Centro College. These provisions may be changed at the discretion of the Coordinator / Instructor. When necessary, appropriate notice of such changes will be given to the student. The instructor-of-record may provide additional information to enhance the course to meet
the needs of the enrolled students, provided that the enhancements do not conflict with the official course syllabus.

GENERAL INSTITUTIONAL POLICIES

http://alt.elcentrocollege.edu/admissions/schedule/syllabus/Institutional-Policies.pdf

COURSE RELATED INSTITUTIONAL POLICIES

www.elcentrocollege.edu/syllabi/policies

DCCCD OIE Faculty Syllabi Statement- FALL 2016

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities: If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices
Brookhaven 972-860-4673
Cedar Valley 972-860-8119
Eastfield 972-860-8348
El Centro 214-860-2411
Mountain View 214-860-8677
North Lake 972-273-3165
Richland 972-238-6180

A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the
College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit [www.dcccd.edu/titleIX](http://www.dcccd.edu/titleIX).

**College Title IX Coordinators**

- **Brookhaven** Terri Edrich TitleIX-BHC@dcccd.edu 972-860-4825
- **Cedar Valley** Grenna Rollings TitleIX-CVC@dcccd.edu 972-860-8181
- **Eastfield** Rachel Wolf TitleIX-EFC@dcccd.edu 972-860-7358
- **El Centro** Shanee’ Moore TitleIX-ECC@dcccd.edu 214-860-2138
- **Mountain View** Regina Garner TitleIX-MVC@dcccd.edu 214-860-8561
- **North Lake** Rosemary Meredith(acting) TitleIX-NLC@dcccd.edu 972-860-3992
- **Richland** Bill Dial TitleIX-RLC@dcccd.edu 972-238-6386
- **Dallas Colleges Online** Le’Kendra Higgs TitleIX-LEC@dcccd.edu 972-669-6672

**District Title IX Coordinator**

Office of Institutional Equity LaShawn Grant TitleIX-District@dcccd.edu 214-378-1633