HUMA 1311 :: Mexican-American Fine Arts Appreciation :: Course Syllabus

This course will endeavor to look at Mexican-American artistic production not through the lens of art for art’s sake, but rather, through the lens of artistic production as a result of the culture and community that gave rise to it.

The artistic production will be viewed via the lived experiences of not only the artists that produce the art, but the Mexican-American community and people they represent.

The course will allow you to appreciate Mexican-American fine arts by engaging in both the analytical process as well as the creative process.

IT’S NOT JUST ART.
IT’S ABOUT PEOPLE.

**Image Credits: Judith Baca, La Memoria de Nuestra Tierra: California 1996**
HUMA 1311 :: Mexican-American Fine Arts Appreciation

Course Syllabus

ONLINE

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Course Description: HUMA 1311 – Mexican American Fine Arts Appreciation

This course is an exploration of the purposes and processes in the visual and performing arts (such as music, painting, drama, and dance) and the ways in which they express the values of the Mexican-American/Chicano/a experience. (3 Lec.)

Prerequisites: One of the following must be met:
- Developmental Reading or English as a Second Language 0044 or have met the Texas Success Initiative Reading Standard AND Developmental Writing in 0093, English as a Second Language 0054 or have met the Texas Success Initiative Writing Standard.

Class Times/Locations: Online

Class Activities: This course is composed of three sections, history, visual art, and literary art. Each section consists of corresponding readings in the course text, lecture presentations, videos and assignments. The coursework in this class consists of writing assignments, creative projects, and class discussions. Read the more highly detailed information on assignments, what they consist of, how they are to be completed, and how they are evaluated by clicking on the Syllabus and Course Evaluation buttons found in the HUMA 1311 eCampus class.

Textbook: Chicano Popular Culture: Que Hable el Pueblo, 2nd Ed., by Charles M. Tatum

CCIC – Core Curriculum Intellectual Competencies: Humanities 1315 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board:
- *Reading:* the ability to analyze and interpret a variety of printed materials – books, documents, and articles – above 12th grade level.
- *Writing:* the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience – above 12th grade level.
- *Speaking:* the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience – above 12th grade level.
- *Listening:* analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading – above 12th grade level.
- *Critical Thinking:* think and analyze at a critical level.
- Computer Literacy: understand our technological society, use computer based technology in communication, solving problems, acquiring information.

*Required by District Humanities Discipline Committee

EEO – Exemplary Educational Objectives: Humanities 1315, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives as set forth by the Texas Higher Education Coordinating Board:
- *Demonstrate awareness of the scope and variety of works in the arts and humanities. (EEO1 = CO A/E/F) (CCIC = 1, 2, 4, 5)
- *Understand those works as expressions of individual and human values within an historical and social context. (EEO2 = CO C/D/G/H) (CCIC = 1, 2, 4, 5)
- *Respond critically to works in the arts and humanities. (EEO3 = CO D) (CCIC = 5)
- Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist. (EEO4 = CO D/F/H) (CCIC = 1, 2, 4, 5).
- *Articulate an informed personal reaction to works in the arts and humanities. (EEO5 = CO B/D) (CCIC = 1, 2, 4, 5).
- *Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts. (EEO6 = CO A/I) (CCIC = 1, 2, 4, 5)
- *Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences. (EEO7 = CO A/C/E) (CCIC = 1, 2, 4, 5).
**CO – Course Objectives:** Objectives for the course are as follows:

- Demonstrate an understanding of the term ‘humanities’ and the role the arts play in it. (CCIC 1, 2, 3, 4, 5, 6)
- Discuss form and content in relationship to the arts using appropriate vocabulary. (CCIC 1, 2, 3, 4, 5)
- Demonstrate an understanding of how the arts reflect time and place. (CCIC 1, 2, 3, 4, 5, 6)
- Demonstrate skills in critical analysis. (CCIC 5)
- Demonstrate an awareness of community offerings in the arts. (CCIC 1, 2, 4, 6)
- Experience a variety of exhibitions and performances. (CCIC 1, 2, 4, 5, 6)
- Develop an understanding of how the arts express human values. (CCIC 1, 2, 3, 4, 5, 6)
- Clarify their own values as a result of encountering the values of others. (CCIC 3, 4, 5)
- Define the creative process and be aware of the reasons humans create. (CCIC 1, 2, 3, 4, 5, 6)

**Student Learning Outcomes:**

Upon successful completion of this course, students should be able to:

- Employ formal elements and principles to critically analyze various works of the visual and performing arts.
- Articulate the creative process of artistic works as expressions of Mexican-American/Chicano/a experiences and cultural values.
- Formulate an understanding of how Mexican-American/Chicano/a arts reflect shifting cultural identities.
- Describe the relationship of Mexican-American/Chicano/a arts to everyday life.

**Grading:**

- A 90 – 100% (90 – 100 pts.)
- B 80 – 89% (80 – 89 pts.)
- C 70 – 79% (70 – 79 pts.)
- D 60 – 69% (60 – 69 pts.)
- F 0 – 59% (0 – 59 pts.)

The course is worth a total of 100 points. There is a direct relationship between points earned and your overall course percentage.

**Assignments:**

- Student Acknowledgement Form Week 1 3
- Intro/Bio Discussion Forum (DF) Week 1 1
- What is Culture Reaction Project Week 2 15
- Week 2 Discussion Forum Week 2 4
- Art Analysis Worksheet Week 3 18
- Art Analysis Essay Week 5 15
- Week 5 Discussion Forum Week 5 4
- Identity Exhibition Project Week 6 10
- Week 7 d104 Blog Poetry Project Week 7 15
- Final (Course Reflection Paper) Week 8 17

Total Points 100

**Course Information:**

- Make-Ups – None. **NO REASONS WILL BE ACCEPTED FOR LATE ASSIGNMENTS BEYOND THE 24-HOUR LATE EXTENSION PERIOD (not available for Week 1 Assignments and Final).**

You must have Internet access and a current e-mail address. Students may obtain a free e-mail account by visiting [www.brookhavencollege.edu](http://www.brookhavencollege.edu), then clicking on ‘N’ for NetMail.

**Online Links:**

- Brookhaven College Institutional Policies
- Brookhaven College Academic Calendar

**Certification:**

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following
initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive tutorial; participating in computer-assisted instruction; attending a study group that is assigned by the instructor; or participating in an online discussion about academic matters relating to the course. In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above.

Important Notes: ALL INFORMATION PROVIDED IN THIS DOCUMENT MAY BE SUBJECT TO CHANGE