# Course Information

<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Information</th>
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<tbody>
<tr>
<td>Introduction to Humanities II</td>
<td>Dr. Solomon Cross</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>DCCCD Email Address: <a href="mailto:scross@dcccd.edu">scross@dcccd.edu</a></td>
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<tr>
<td>HUMA 1302</td>
<td>Primary Contact: <a href="mailto:scross@dcccd.edu">scross@dcccd.edu</a></td>
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<tr>
<td>Online Course -ECAMPUS</td>
<td>Virtual Office Hours: M-TH 6:00PM – 8:00pm by appointment</td>
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## Course Description

**HUMA 1302 – Introduction to Humanities II** - This stand-alone course is a survey of African-American musical culture focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create. (3 Lec.)

### Class Activities:

- **Readings, videos, and audio files** on specific aspects of African-American music in culture and society
- **Student-led discussions** of assigned readings in the discussion board
- **Individual and group collaborations** utilizing video/chat in blackboard collaborate

### Course Pre-requisites

- TSI reading standard must be met

### Important Dates:

- Start Date: 03.25.19
- End Date: 05.16.19

## Textbook

**NO COURSE TEXTBOOK; reading materials will be provided.**

**Note:** 
A minimum of 9 hours per week should be devoted to course material outside of class time.

## Course Content

Course content will contain examination of musical genres created in the United States of America including but not limited to modern periods of blues, jazz, popular, folk, gospel, rock, rhythm and blues, hip-hop and other African American styles of music. **College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.**

## Disclaimer

The instructor reserves the right to amend this syllabus as necessary.

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**THECB Core Competencies:**

- **Required Core Objectives for the Foundational Component Areas of Creative Arts and Language Philosophy & Culture - Statement of Purpose** - Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

- **Critical Thinking Skills (CT):** creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- **Communication Skills (COM):** effective development, interpretation and expression of ideas through written, oral and visual communication

- **Teamwork (TW):** ability to consider different points of view and to work effectively with others to support a shared purpose or goal

- **Social Responsibility (SR):** intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility (PR): ability to connect choices, actions and consequences to ethical decision-making

Student Learning Outcomes

Upon successful completion, students will:

Demonstrate awareness of the scope and variety of works in African-American Music

Articulate how these works express the values of the individual and society within a historical and social context.

Articulate an informed personal response and critically analyze works in African American Music

Demonstrate knowledge and understanding of the influence of African-American Music on the arts and other cultural experiences.

Demonstrate an awareness of the creative process and why humans create African America Music

CVC Learning Signature

CVC’s Learning Signature is One College Transforming Lives. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

CVC Faculty and Staff expect students to:
Take responsibility for their own learning
Commit to achieving high academic performance
Be meaningfully engaged in the campus community

CVC Faculty and Staff expect to:
Provide students a clear pathway of instruction
Establish clear learning outcomes
Serve as role models and mentors for students

Course Outline

For maximum success in this course you should spend a minimum of 9 hours per week working on course material.

<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus, Introductions, Course Navigation</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Discussion Board Entry (Critical Response) #1 - Weekly Assigned Reading (Located in “Article Readings” in eCampus)</td>
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<tr>
<td>3/25</td>
<td>Field Hollers (1700) – Critical Analysis - Viewing/Listening Examples</td>
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<tr>
<td>Discussion Board Entry (Critical Response) #2 - Weekly Assigned Reading (Located in “Article Readings” in eCampus)</td>
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<tr>
<td>Week 2</td>
<td>Early Gospel Music (1820) - Critical Analysis - Viewing/Listening Examples</td>
</tr>
<tr>
<td>4/1</td>
<td>Discussion Board Entry (Critical Response) #3 - Weekly Assigned Reading (Located in “Article Readings” in eCampus)</td>
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<tr>
<td>Week 2</td>
<td>Spirituals (1850) - Critical Analysis - Viewing/Listening Examples</td>
</tr>
<tr>
<td>4/3</td>
<td>Discussion Board Entry (Critical Response) #4 - Weekly Assigned Reading (Located in “Article Readings” in eCampus)</td>
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| Week 3 4/8 | Ragtime: (1890) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #5 -Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 3 4/10 | Boogie Woogie (1930) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #6 -Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 4 4/15 | Swing Jazz (1930) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #7 -Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 4 4/17 | Bebop Jazz (1940) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #8 -Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 5 4/22 | Rock & Roll (1940) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #9 -Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 5 4/24 | Rhythm & Blues (1940) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #10 - Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 6 4/29 | Motown (1960) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #11 -Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 6 5/1 | Funk Music (1960) - Critical Analysis -Viewing/Listening Examples  
Discussion Board Entry (Critical Response) #12 -Weekly Assigned Reading  
(Located in “Article Readings” in eCampus) |
| Week 7 5/6 | Music Video Critique Essay Paper Due |
| Week 8 5/13 | Autobiographical Book Review and Commentary Due |
| Week 9 5/16 | Final Exam Due |

**Assessment/Grading Procedure:** At the beginning of the course, the instructor provides a schedule of examinations and assignments that contribute to the final grade in the course for each student.

Final grade will be calculated as follows:

- 30% Discussion Board Writing Entries (12 Entries Total)
- 25% Music Video Critique Essay Paper
- 25% Autobiographical Book Review and Commentary
- 20% Final Exam

<table>
<thead>
<tr>
<th>Final Average</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-above</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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**Institutional Policies**

Institutional Policies relating to this course can be accessed from the following link [www.cedarvalleycollege.edu/syllabipolicies](http://www.cedarvalleycollege.edu/syllabipolicies)

**Attendance Policy**

In general, daily class attendance enhances student achievement of an A, B or C in the course. Students should advise instructors of illness, work or family situations that may require absence from a class. Students are expected to login to the ECampus course at least twice a week.

**ADA Statement**

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972-860-8119.

**Important Note:**

All information provided in this document is subject to change. Culture is often controversial. Some of the subject matter we may view and discuss in class may conflict with your personal, ethical, religious, or political views and beliefs. We may screen subject matter that may contain nudity, profanity, sexuality and violence. If you are generally uncomfortable with this kind of subject matter, please seek advice about other classes that might be more enjoyable for you.