

MISSION STATEMENT

Malcolm X College, a learning and assessment-centered community college, empowers students of diverse backgrounds and abilities to achieve academic, career, and personal success.

HUMANITIES 202

Malcolm X College Course Syllabus Course Title: General Course II (041-0202)

Instructor: Khadi King

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Classroom:

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Office hours: Tuesdays and Thursdays 2-6 PM and by appointment

Length of course: 16 weeks

Contact Hours: 3 contact hours

Credit Hours: 3 credit hours

Lecture Hours: 3 lecture hours

Lab Hours:

Weekly Plan: 3 hours

Catalog Description:

Continuing the interdisciplinary study of arts and ideas; emphasis on principles of analysis and interpretations. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite: Placement test, or English 100 with a grade of C or better, or Consent of Department Chairperson.

COURSE DESCRIPTION: Humanities 202 is a course designed to continue the expansion of cultural enrichment which began in Humanities 201. Humanities 202 has a greater focus on more recent cultural contributions from Asia, Latin America, Africa, and Europe (1500-present). Students will also expand their understanding of different cultures by completing several assignments which require site visits to cultural centers in different areas of Chicago. Students' grades will be determined by performance on exams, homework assignments, essays, quizzes, film responses, attendance, and in-class assignments.

Students the course is expected to serve:

Students who wish to improve their understanding of global civilizations with an emphasis on the time period 1500 AD-present.

Pre-requisites:

Placement test, or English 100 with a grade of C or better, or Consent of Department Chairperson.

Course Objectives:

The main goal of Humanities 202 is to expand students' understanding of world cultures. The degree to which students attain this increased understanding will be measured by performance on exams, homework assignments, quizzes, in-class assignments and essays.

Student Learning Outcomes:

- 1. Be able to competently use the vocabulary and critical framework needed for a college-level comprehension of art and culture from the last 500 years**
- 2. Identify, categorize and describe a broad survey of art from various forms of media produced by a broad range of cultures during the past 500 years**
- 3. Clearly and concisely provide rationale and explanation for responses to various artworks**
- 4. Use multiple sources of information to examine ideas from competing perspectives**
- 5. Be accustomed to pursuing independent research using academic journal databases**
- 6. Have a greatly enhanced understanding of how art shapes culture and history**
- 7. Appreciate art's importance to humanity and become more flexible thinkers**
- 8. Compose detailed, organized, precise, and grammatically sound essays about important arguments and concepts in historical world cultures which helped produce contemporary world cultures**

Course Topic: Cultural Foundations of the Contemporary World

Topical Outline:

Week 1: Course introduction, syllabus quiz

Homework: Read article from Henry Louis Gates' *Wonders of the African World* and complete questions.

Week 2: Introduction to African Culture (1600-present)

Homework: Prepare for quizzes and short exam on post-colonial African culture

Week 3: Africa in Modernity

Homework: Homework questions for assigned reading from *King Leopold's Ghost*

Week 4: Modern African Art (focus on Chinua Achebe's *Things Fall Apart* and *Lumumba*)

Key concepts: Colonialism (pre/post), tribalism, polyrhythm, values

Homework: Complete book questions, *Lumumba* film response, site visit report, 1-2

pages typed: How does Achebe's *Things Fall Apart* portray pre-colonial African culture? Be specific and detailed, use cultural concepts covered in class and examples from the book!

Essay: 4-5 pages typed: How does Lumumba portray post-colonial Congolese culture? How do some of the problems portrayed in the film affect contemporary Africa? Be specific and detailed, use cultural concepts covered in class and examples from the books and film!

Week 5: Introduction to Latin American Culture (1500-present)

Key concepts: Colonialism (pre/post), circular time, linear time, symbolism

Homework: Prepare for quizzes and short exam on post-colonial Latin American culture, **Complete *One Hundred Years of Solitude* assignment: 1-2 pages typed in response to "How does this novel excerpt portray colonial Latin American culture?" Be specific and detailed, use cultural concepts covered in class and examples from the book!**

Week 6: Latin America Diasporas in Modernity

Homework: Complete questions for *Brief Wondrous Life of Oscar Wao*

Week 7: Latin American Diasporas in Modernity

Homework: Complete reading and questions for *Brief Wondrous Life of Oscar Wao*, Complete reading and questions for *Brief Wondrous Life of Oscar Wao*

1-2 pages typed: How does this novel excerpt portray Latin American culture during globalization? Be specific and detailed, use cultural concepts covered in class and examples from the book!

Week 8: Introduction to European Culture

Key Concepts: direct democracy, representative democracy, republic, modern art, fascism, dictatorship

Homework: Prepare for quizzes and short exam on European culture 1500-present

Week 9: Europe in Modernity

Homework: Complete questions for St. Augustine's *The Confessions* and Hobbes/Locke

Week 10: Modern European art

Homework: Reading on impressionism and abstract art

Week 11: Modern European art

Homework: Complete film response to *Max* and conduct site visit. **Essay: 4-5 pages typed in response to ONE of the following options:**

Option 1) How does the film *Max* portray the avant-garde and fascist cultures of 1920 Germany? Use specific examples and insights from the film, textbook readings, and independent research to compare and contrast the two cultures

Option 2) Perform an in-depth analysis of either the avant-garde art culture or fascist culture of early 20th-century Europe. Use specific examples and insights

from the film, textbook readings, and independent research. Use semester unit terms as a guideline for analysis.

Week 12: Introduction to Asian Culture

Key Concepts: Buddhism, Hinduism, karma, nirvana, Brahma, reincarnation, communism, Great Leap Forward, Cultural Revolution

Homework: Prepare for quizzes and short exam on Asian cultures 1600-present, focus on China and India

Week 13: Asian Cultures in Modernity

Homework: Complete news article assignments for an Asian country and homework questions for *The Woman Warrior*

Week 14: Contemporary Asian Art

Homework: Complete film response for *The Scent of Green Papaya*

Week 15: Creative project

Week 16: Creative project and extra credit assignments due

Methods of Evaluation:

40% Papers (10% each)
25% Homework
15% Quizzes
10% In-class assignments
10% Attendance and class participation
Total Percentage: 100%

Methods of Instruction:

O - Online activities
L - Lecture
D – In-class discussion/ Final presentation

Homework will consist of readings from the textbook and additional sources. I will do my best to provide both hard copies and online copies of readings from outside the textbook. You will be assigned readings in each class and you are expected to come to class prepared. Homework will be the basis for class activities and discussion. Therefore, it must be completed on time (BEFORE class). There will be numerous in-class quizzes designed to test your comprehension of assigned reading. Quiz make-ups are not allowed. Late homework may be accepted at the instructor's discretion, but it will be docked off one letter grade for each class date it is late. With prior notification and documentation, it is possible that a late paper will be accepted, although it will be docked

a letter grade for each class past the due date from when the paper is due. All out-of-class assignments MUST BE TYPED.

Grades

Grades will be based on:

- **All writing assignments (both homework assignments and essays) will be graded according to a rubric which is specifically designed to measure whether student learning outcomes are being achieved and reflected through student writing. The rubric is split into the categories of critical thinking, analytical thinking, reading comprehension, evidence, and clarity. In HUM 201 critical thinking is defined as “an awareness of how one’s cultural identity affects how one learns”. This is a primary rubric measure because in this course it is highly likely that some student assumptions will be challenged and it is important that they learn how to separate their interpretations of other cultures’ beliefs from what other cultures’ profess to believe in. The critical thinking rubric category is a measure of student learning outcomes 2, 3 and 7. The analytical thinking rubric category is defined as “demonstration of ability to draw inferences and connect ideas from different disciplines”. It is an important rubric category because Humanities courses are interdisciplinary and designed to encourage students to think use creative and holistic thinking. The analytical thinking category is a measure of student learning outcomes 4 and 6. The evidence rubric category is defined as “use of classroom information and independent research to prove arguments” and is a measure of rubric category 5. The reading comprehension rubric category is defined as “demonstration of a college-level understanding of assigned reading material” and is a measure of student learning outcomes 1, 5, and 7. The clarity rubric category is defined as “demonstration of college-level mastery of grammar and writing conventions” and is a measure of student learning outcomes 3 and 8. The written assignment rubric can be found at the end of this syllabus.**
- **Written homework assignments are designed to encourage students to complete reading assignments using an application of key unit concepts covered in class. Formal essays are assigned at the end of units and ask students to demonstrate an understanding of how all of the major concepts of the unit are exemplified in a final assigned article, literary work, or film.**
- Quizzes based on textbook readings and additional articles
- Homework assignments
- In-class participation and online discussions
- Essays which demonstrate an understanding and application of:
 - How cultural identity affects the learning process
 - How art is a product of different aspects of history and culture
 - Relevant vocabulary and cultural concepts
 - Clearly articulated justification for responses to artworks
 - Awareness and discussion of a spectrum of responses to an artwork using college-level research
 - Competent usage of grammar, syntax, punctuation, citation and general writing mechanics

Methods of Assessment:

Course Objectives and Student Learning Outcomes that will be assessed in this course are stated under the Objectives and Outcome headings of this syllabus. Course instructor will utilize pretest and posttest and other assessment tools as deemed necessary in order to provide continuous improvement of student learning and modification of instruction. Active participation in class activities and discussions is an important part of this course.

Required Course Texts:

1. *The Brief Wondrous Life of Oscar Wao* by Junot Diaz
2. *Confessions* by St. Augustine
3. *The Woman Warrior* by Maxine Hong Kingston
4. *Things Fall Apart* by Chinua Achebe