

# PVAMU Course Syllabus for: Humanities 1303: Introduction to Humanities

Department of Languages & Communication

College of Arts & Sciences

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**Office Hours:**

**Virtual Office Hours:**

**Course Location:**

**Class Meeting Days & Times:**

**Course Abbreviation and Number:** HUMA: 1303

**Course Description:** (3-0) Credit 3 semester hours.

An interdisciplinary analysis of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society. Emphasis will be placed on culture, art, film, theater, religion and literature.

**Prerequisites:** ENGL 1123 or Equivalent

**Co-requisites:** None

**Required Texts:** 1. *Blacks in Latin America*. Henry Louis Gates, NYU Press, 2011. ISBN-10: 0814732984.

2. *Critical Perspectives on Afro-Latin American Literature* (Routledge Studies on African and Black Diaspora). Antonio Tillis (Editor). Routledge, 2011. ISBN-10: 0415896274.

**Recommended Text:** None

**Access to Learning Resources:** PVAMU Library:  
phone: (936) 261-1500;  
web: <http://www.pvamu.edu/pages/3585.asp>

University Bookstore:  
phone: (936) 261-1990;  
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Course Goals or Overview:**

The goal of this course is for students to obtain the skills and knowledge needed to analyze cultural, political, philosophical, and aesthetic factors affecting individuals and society.

**Course Objectives**

Students will be able to recognize major Afro-Latin artists that are well known in the Americas. Also, the students will have the knowledge of Afro-Latin history, religion, culture, music, visual arts and literature. By the end of this courses, students will...

## Alignment with Learning Outcomes

1. Articulate the similarities and differences of the human condition across Afro-Latin and Afro American cultures.
- 2a. Establish connections between the Afro-Latin

## Alignment with Core Curriculum

- Critical Thinking
- Social Responsibility; Personal Responsibility

- cultural expressions and the Afro-American artistic manifestations.
- 2b. Demonstrate knowledge gained regarding our connection to a global community that shares similar social experiences.
  3. Produce quality written papers in academic English through the development of critical and analytical skills. Communication Skills; Critical Thinking
  4. Make oral presentations according to academic guidelines on topics related to the course. Communication Skills;
  5. Conduct research in the library and on the Web and select materials that support student assertions regarding the influences of particular art, music, etc., in the Americas and cite those sources ethically and responsibly. Critical Thinking; Personal Responsibility

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Class Participation** – daily attendance, active and dynamic participation in daily discussions.

**Homework, Questionnaires, and Quizzes** – Weekly questionnaires, quizzes and written homework.

**Reaction Papers (4)** – According to the topic, the students will write a descriptive, informative, comparative, and argumentative reaction paper of three pages in length, double spaced.

**Reaction Paper #1:** Descriptive. “Importance of music in the Cuban Culture”. Critical thinking, Communications Skills, and Social Responsibility will be demonstrated by student performance on a reaction paper that will be assessed using a modified common LEAP rubric. Students will investigate the way in which music embodies the expression of national identity in Cuba.

**Reaction Paper #2:** Informative. “Influence of Cubism on Wifredo Lam”. Critical thinking, Communications Skills, and Social Responsibility will be demonstrated by student performance on a reaction paper that will be assessed using a modified common LEAP rubric. Students will investigate the influence of Cubism on Afro-Cuban painter Wifredo Lam. They will analyze how Wifredo Lam assimilated the Avant-garde style in order to express the cultural core of the Afro-Cuban tradition.

**Reaction Paper # 3:** Argumentative. “Racism in Piri Thomas”. Critical thinking, Communications Skills, Personal Responsibility, and Social Responsibility will be demonstrated by student performance on a reaction paper that will be assessed using a modified common LEAP rubric. Students will investigate the depiction of racism in Piri Thomas’s novel *Those Mean Streets*. Students will support their hypothesis by deploying a theoretical framework on racism, mainly Frantz Fanon’s *The Wretched of the Earth*. Students will be aware of the social issues that the Afro-Latin population faces in contemporary American society.

**Reaction Paper # 4:** Comparative. “Compare and contrast an Afro-Latin poet and an African-American Poet”. Critical thinking, Communications Skills, Personal Responsibility, and Social Responsibility will be demonstrated by student performance on a reaction paper that will be assessed using a modified common LEAP rubric. Students will compare and contrast the works by Afro-Cuban poet Nicolás Guillén and Afro-American poet Langston Hughes. Students will investigate how the analyzed literary works reflect similar cultural experiences in different geographical and cultural settings.

**Midterm Exam** – written exam designed to measure knowledge presented in the first eight weeks of classes.

**Final Presentation and Research paper** – The student will prepare a 10 minute oral presentation about his or her research. The research paper is 5 to 7 pages, double space, Times Roman 12, including bibliography.

Papers and oral presentation will be assessed according the rubrics established by the AACU. (See attached files).

### Grading Matrix

Instrument	Value	Total
Class Participation	200	20%
Homework, questionnaires and quizzes	100	10%
Reaction papers	4 @ 50	20%
Midterm Exam	200	20%
Oral Presentation of Research Paper	100	10%
Research Paper	200	20%
	<b>Total:</b>	<b>100%</b>

<b>Grade Determination:</b> A = 90-100%    B = 80-89%    C = 70 -79%    D = 60-69%    F = 0-59
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### Course Procedures

#### Submission of Assignments:

All assignments are to be submitted by deadline dates/times. There are no make-ups for missed tests, quizzes, and compositions. Students need to provide prompt and valid written documentation to be excused from such assignments

**Test and exam Policy:** For traditional classes (not online classes) chapter tests and exams are in class and need to be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (see Student Handbook).

**Formatting Documents:** Microsoft Word is the standard word processing tool used at PVAMU. Students using other tools need to be sure to use the “save as” tool to produce either Microsoft Word (.doc or .docx), Rich-Text (.rtf), or plain text format.

**Cell phones and Laptops:** None of them are acceptable in class. If any student wants to use the digital copy of the text that comes with the lab, the student should make a hard copy.

**Extra Credit:** There are no opportunities of extra-credit in this class. Students who wish to have additional practice and study opportunities need to consult their instructor for guidance, but such work will not be graded.

**Grading:** Instructors follow the official course syllabus. In addition, they may include bonus points on tests and exams and may also curve scores for the entire class.

**Incomplete Grades:** A final grade of incomplete may be entered by the instructor in cases where individual students are passing the course but are unable to complete a major assignment (e.g. the final exam) due to circumstances beyond each student’s control.

# University Rules and Procedures

## **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

## **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

## **Forms of academic dishonesty:**

- **Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- **Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- **Fabrication:** use of invented information or falsified research.
- **Plagiarism:** unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

## **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

## **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

## **Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class. Excessive tardiness and/or leaving early will affect the attendance/participation score negatively.

## **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Semester Calendar –	
<b>Week One</b> Topic:	<b>History:</b> The first arrival of the Afro-Latin in the New World.
Chapter (s):	Bartolome de las Casas: <i>A Short Account of the Destruction of the Indies</i> .
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 1 on Bartolome de las Casas.</li> </ul>
<b>Week Two</b> Topic:	<b>History:</b> In Search of the Black Heritage.
Chapter (s):	Arthur A. Schomburg and the Harlem Renaissance. "The Negro Digs Up his Past".
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 2 on Harlem Renaissance.</li> </ul>
<b>Week Three</b> Topic:	<b>Film:</b> The Cinematic Representation of Afro-Cuban Women.
Chapter (s):	<i>¿Dónde está Sara Gómez?; Raíces de mi corazón.</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 3 on depiction of Afro-Cuban women.</li> </ul>
<b>Week Four</b> Topic:	<b>Film:</b> Afro-Cuban Musical Expressions.
Chapter (s):	<i>Buena Vista Social Club; Susana Baca: Memoria Viva.</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• <b>Turn in Reaction Paper # 1: Investigate the importance of music in Cuban culture.</b></li> </ul>
<b>Week Five</b> Topic:	<b>Film:</b> The Cinematic Representation of Afro-Brazilian Community.
Chapter (s):	<i>Denying Brazil.</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 3 on Brazilian Cinema</li> </ul>
<b>Week Six</b> Topic:	<b>Religion:</b> Working the Spirit: Ceremonies of the African Diaspora
Chapter (s):	<i>Cuban and Cuban American Santería. Candomblé in Brazil</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 4 on the role of syncretism in Santería and Canbomblé.</li> </ul>
<b>Week Seven</b> Topic:	<b>Visual Arts: Painting</b>
Chapter (s):	<i>Wifredo Lam; Jean-Michel Basquiat</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• <b>Turn in Reaction Paper # 2 on the influence of Cubism in Wifredo Lam.</b></li> </ul>
<b>Week Eight</b> Topic:	<b>Music:</b> <i>Black Rhythms of Peru: Reviving African Musical Heritage in the Black Pacific.</i>
Chapter (s):	<i>Candomblé (Uruguay), Festejo (Perú), Zamba (Brazil)</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 5 on Black Rhythms of Peru.</li> </ul>
Spring Break Week	
<b>Week Nine</b> Topic:	Midterm Exam
Chapter (s):	
Assignment (s):	<ul style="list-style-type: none"> <li>• Review; Midterm Exam</li> </ul>
<b>Week Ten</b> Topic:	<b>Literature and Theatre:</b> Afro-Latin Authors
Chapter (s):	Piri Thomas: <i>Down Those Mean Streets</i> (part 1)
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 6 on literary devices used by Piri Thomas.</li> </ul>
<b>Week Eleven</b> Topic:	<b>Literature and Theatre:</b> Afro-Latin Authors
Chapter (s):	<i>Down Those Mean Streets</i> (part 2)
Assignment (s):	<ul style="list-style-type: none"> <li>• <b>Turn in Reaction Paper # 3: Portrayal of Racism in Piri Thomas.</b></li> </ul>
<b>Week Twelve</b> Topic:	<b>Literature and Theatre:</b> Afro-Latin Authors
Chapter (s):	Nicomedes Santa Cruz: <i>Décimas; Ritmos negros del Perú.</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 7 on Black Poetry.</li> </ul>
<b>Week Thirteen</b> Topic:	<b>Literature and Theatre:</b> Afro-Latin Authors
Chapter (s):	Nancy Morejon: <i>Where the Island Sleeps Like a Wing.</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• Turn in questionnaire # 8 on Nancy Morejon's work.</li> </ul>
<b>Week Fourteen</b> Topic:	<b>Literature and Theatre:</b> Afro-Latin Authors
Chapter (s):	Nicolás Guillén: <i>Youruba from Cuba: Selected Poems.</i>
Assignment (s):	<ul style="list-style-type: none"> <li>• <b>Turn in Reaction Paper # 4: Make connections between an Afro-Latin poet and an Afro-American poet.</b></li> </ul>
<b>Week Fifteen</b> Topic:	<b>Oral Presentations</b>
Chapter (s):	Final Review

Assignment (s):	<ul style="list-style-type: none"><li>• Oral Presentation of Research Paper</li></ul>
<b>Final Exam</b>	<b>Take Final Exam on official scheduled date.</b>