

College of Arts and Sciences
Department of Humanities, Arts, and Religion

HUM 130: Southwest Humanities

General Information

Spring 04

T & TH 9:35-10:50

3 credit hours

Gioia Woods

Riles 104E

Gioia.Woods@nau.edu

Course prerequisites

None.

Course description

In Humanities 130 we will explore the social, political, economic, and environmental factors that influence the arts and literature of the southwestern United States. We will examine the concept of "Southwest" and consider ways our various texts express a Southwestern mythology. Through this course, students will gain an understanding of how Chicano/as, Native Americans, and Anglo Europeans have made the Southwest home.

Through writing and group discussion, you will have the opportunity to articulate your place as a citizen of the natural and cultural landscapes of the southwest, increase your comprehension about the historical legacies shaping today's southwest, and demonstrate knowledge about southwestern arts and issues. Through reading and lecture, you will have the opportunity to learn about people, places, and events that have shaped the southwest. We will examine historical and contemporary issues such as cultural contact, colonial conquest, and environmental ethics that have shaped our unique corner of the world. While increasing your *knowledge of the field* of southwestern humanities, you will have an opportunity to *think critically* and *communicate effectively* about how Native Americans, Chicano/as, and Anglo Europeans have shaped each other and the natural world.

Distribution block: Cultural understanding

Thematic focus: Valuing the diversity of human experience

Essential skills: Critical thinking, effective writing

Course objectives

This course enables students to develop essential skills to:

1. *Think critically* about arts and issues in the southwest by analyzing assumptions underlying a variety of art, film, and literature produced in and about the southwest;
2. Compare cultural mores in the Southwest and identify important people and events through writing and discussion, thereby increasing *cultural understanding* and exposure to a *diversity of human experience*;
3. *Write effectively* about personal and cultural relationships in the Southwest by attending to rhetorical concerns such as audience, purpose, and clarity.

Course structure and approach

This course combines lecture and group discussion. Course material will be supplemented by film and visual arts in order to engage students in an integrative learning community. This approach is designed to encourage *effective writing* and *critical thinking*.

Required texts and materials

A. Gabriel Melendez, et al, *The Multicultural Southwest: A Reader*
Edward Abbey, *Desert Solitaire*
Luci Tapahonso, *Saanii Dahataal: The Women Are Singing*
Denise Chavez, *Loving Pedro Infante*

Evaluation and assessment

Your essays and exams will be assessed for:

- Evidence of expanding awareness of the assumptions and perspectives underlying the arts and issues in the southwest (*critical thinking*).
- Evidence of the ability to analyze and compare/contrast diverse views about the relationship between nature and culture (*critical thinking*).
- Evidence of increasing rhetorical skills such as consideration of audience, purpose, and clarity (*effective writing*).

Assignments and exams

Panel presentation	100 points (25 group, 75 individual)
Reading quizzes, 10 @ 5points each	50 points
Response papers, 3 @ 25 points each	75 points
Participation	50 points
Midterm	50 points
Final	50 points

Total points possible: 375

Grading:

A =	337-375
B =	300-336
C =	262-299
D =	225-261

Course policy

- No late work is accepted. If you are having trouble meeting a deadline, consult your instructor before work is due.
- Attendance in a discussion class such as this is crucial! Meaning is made in collaboration, and your presence enriches our classroom community. More than four absences will result in a lower course grade for the class.
- Plagiarism, the intentional or unintentional representation of another's ideas as your own, is prohibited. In extreme cases, it will result in a failing course grade.
- Withdrawals are the student's responsibility. Consult the Schedule of Classes for important dates concerning withdrawals.

Assignment Description
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Quizzes. You will take 10 reading quizzes throughout the course of the semester. These quizzes are designed to prepare you for class discussion and test your critical reading of the material. Quizzes will be given at the very beginning of class—no make-ups are allowed. Each quiz is worth 5 points.

Response papers. You are required to write 3 papers in response to each of our texts (except for the reader.) Papers should be approximately 3 pages in length. Each paper should respond to the following prompts:

- Do you like the work? Why or why not? Give a solid justification.
- Does the work's portrayal of the Southwest fit with your own ideas of and experiences with this place? If not, how does it deviate? What might account for that deviation?
- Does the work help you see the Southwest, or some aspect of it, differently? Explain.
- Pick one quote. What does this quote say about the “meaning” of the Southwest, its places and/or its people?

Panel presentations. In collaboration with classmates, you will research a topic relevant to the arts and culture of the Southwest. Your goal is to **teach** us about your topic. Each group will have one full class in which to present and field questions. You are encouraged to make handouts, bring visual aides, music, video clips, etc.—be creative, be focused, and be thorough.

The panel presentations are scattered throughout the semester so that we can get introductory and follow up information on our reading assignments. Each group will have no more than four members. You will get two grades: a group grade and an individual grade. Grades will be based on A). Depth & detail, B). Professional presentation, and C). Quality of instruction.

Topics include:

Panel 1: Traditional Arts

Panel 2: The Environment

Panel 3: Contemporary visual art

Panel 4: Contemporary Issues/The Future

Midterm & Final exams. You will take two exams over the course of the semester: the midterm and the final. Each exam will be cumulative, and you will be responsible for all texts (including films) covered during the course. Each exam will have short answer and identification questions.

Participation. I believe in active learning, and as such, part of your grade is determined by the quality of your participation. You will have ample opportunity to offer thoughtful participation in whole class, small group, and freewriting situations.

Extra credit. You may earn 5 points of extra credit by attending a film in the HAR Film Series. Go to <http://oak.ucc.nau.edu/boles/> for details. Each review should be 1-2 pages in length; short on summary, long on analysis.

COURSE OUTLINE

All reading is to be done before coming to class. *MC* refers to *The Multicultural Southwest*; *Saanii* refers to *Saanii Dahataal: The Women are Singing*; *DS* refers to *Desert Solitaire*; and *Loving* refers to *Loving Pedro Infante*

WEEK 1

- T** 1/13 Course introduction
TH 1/15 What is the Southwest?
Reading: “Mythical Dimensions/Political Reality” in *MC*

WEEK 2

- T** 1/20 Reading: “The Southwest” in *MC*
Quiz 1
TH 1/22 Reading: “The Golden Key to Wonderland” in *MC*
Quiz 2
Panel presentation sign-ups

WEEK 3

- T** 1/27 Reading: “The Chicano Homeland” in *MC*
Quiz 3
TH 1/29 Reading: pages 1-18 in *Saanii*

WEEK 4

- T** 2/3 Reading: “Remembering Tewa Pueblo Houses and Spaces” and
“Memories of a Pueblo Childhood” in *MC*
Quiz 4
TH 2/5 “Hopi Indian Ceremonies” and “Ode to the Land” in *MC*
Quiz 5
Film: *In Beauty I Walk*

WEEK 5

- T** 2/10 Reading: pages 19-47 in *Saanii*
TH 2/12 Reading: pages 49-92 in *Saanii*
Response paper 1
Panel 1: Traditional Arts

WEEK 6

- T** 2/17 Reading: “Roads to Heaven” in *MC*
TH 2/19 Reading: “Author’s Introduction” through “Cliffrose and Bayonets” in *DS*
Quiz 6

WEEK 7

- T** 2/24 Film: *Edward Abbey: A Voice in the Wilderness*
TH 2/26 Reading: “Polemic” through “Cowboys and Indians” in *DS*

WEEK 8

- T** 3/2 Reading: “Water” through “The Moon-Eyed Horse” in *DS*
TH 3/4 Reading: “Down the River” through “Tukuhnikivats” in *DS*
Quiz 7

WEEK 9

- T 3/9** Reading: “Episodes” through “Bedrock and Paradox” in *DS*
Response paper 2
Panel 2: The Environment
- TH 3/11** **Midterm Exam**

WEEK 10: SPRING BREAK 3/15-3/19

WEEK 11

- T 3/23** Reading: “To Live in Borderlands Means You” in *MC*
Film: *500 years of Chicano History, part 1*
- TH 3/25** Reading: “Interview” and “Legal Alien” in *MC*
Quiz 8
Film: *500 years of Chicano History, part 2*

WEEK 12

- T 3/30** Reading: “In the Belly of the Beast” in *MC*
Quiz 9
- TH 4/1** Reading: pages xx in *Loving*
Panel 3: Contemporary visual art

WEEK 13

- T 4/6** Reading: pages xx in *Loving*
- TH 4/8** Reading: pages xx in *Loving*

WEEK 14

- T 4/13** Reading: pages xx in *Loving*
- TH 4/15** Reading: pages xx in *Loving*
Quiz 10

WEEK 15

- T 4/20** Reading: pages xx in *Loving*
Panel 4: Contemporary Issues/The Future
- TH 4/22** Reading: pages xx in *Loving*

WEEK 16

- T 4/27** Reading: pages xx in *Loving*
- TH 4/29** Reading: pages xx in *Loving*
Response paper 3

Final: TBA

Last day of spring semester: 5/7

