



## FA 101: Introduction to Film

**Outcome 1:** Will be able to identify and explain the different languages of filmmaking, including cinematography, editing, mise-en-scene and sound.

**Outcome 2:** Will be able to recognize different types of shots and angles and explain how a director uses them to establish filmic meaning.

**Outcome 3:** Will be able to recognize and analyze the emotional impact of music in film.

**Outcome 4:** Will be able to analyze the impact of costuming and set dressing on the meaning of a film.

**Outcome 5:** Will be able to analyze the way editing is used to create narrative and meaning in a film.

**Outcome 6:** Will be able to explain in writing the meanings contained within films.

## FA 257: Literature into Film

**Outcome 1:** Participate critically in the literature/screen debate.

**Outcome 2:** Recognize, discuss, and apply (in critiques and in tests) the principles of visual language and their use by filmmakers.

**Outcome 3:** Understand the specific problems concerning the transfer of fiction into film.

**Outcome 4:** Combine theory and practice in the form of case-studies.

**Outcome 5:** Demonstrate critical skills in written and oral form.

**Outcome 6:** Recognize, identify, and discuss the basic techniques and structural elements of cinema and literature.

**Outcome 7:** Discuss genre and non-genre; myth and symbol; styles and trends in literature and film.

**Outcome 8:** Discuss film and literature as art forms and communicators and transferors of cultural values.

## Hum 210: Culture and Literature of Asia

### 1. Build knowledge of language arts and cultures different from one's own:

- a. Identify distinctive cultural characteristics, genres, and periods of selected traditional and modern Asian orature, literature, and film.
- b. Situate selected individual Asian texts in their specific national/regional and cultural contexts, and analyze significant ways that these texts reflect or represent those contexts (e.g. cultural values and beliefs, intellectual and creative traditions, historical and biographical backgrounds, social and political realities).
- c. Evaluate the limitations and benefits of studying Asian works in cross-cultural translation (i.e. across different languages, writing systems, cultures and creative media).

### 2. Apply this knowledge to cross-cultural comparative analysis:

- a. Identify and analyze significant cross cultural differences and similarities--among different Asian texts and their cultures; between Asian language arts/cultures and one's own; and/or between Asian language arts/cultures and those of other non-Western groups.
- b. Examine the effects of individual and culturally-determined factors (such as race, gender, class, nation, biases of information sources, prior cross-cultural experiences) in one's own and others' responses to Asian texts and cultures.
- c. Identify topics of personal interest, unanswered questions, controversial claims and alternative viewpoints arising from one's comparative study for further research and investigation.

### 3. Construct and communicate persuasive cross-cultural interpretations:

- a. Formulate responses and interpretations using varied strategies and resources (e.g., active reading/viewing skills; self-reflection, critical and empathetic thinking, oral discussion and writing, multiple perspectives, comparative analysis, interdisciplinary knowledge).
- b. Create a persuasive cross-cultural interpretation of an Asian text that integrates ethno-relative perspectives and analytical criteria appropriate to Asian language arts and their cultural contexts.
- c. Communicate one's interpretations in informal and formal writing, using relevant, well-selected evidence from Asian texts and their cultural contexts to support one's points.
- d. Avoid plagiarism by using an acceptable academic style (e.g. MLA) to cite direct quotations.

## Hum 211: Culture and Literature of Africa

### 1. Build knowledge of language arts and cultures different from one's own:

- a. Identify distinctive characteristics, genres, periods, themes of traditional and modern African orature, literature, and film (e.g., proverb wisdom, call-and-response, praise-poetry, African griot traditions, colonial and post-colonial African "response" literature, anti-apartheid resistance arts).
- b. Situate individual African texts in their historical, national/regional and cultural contexts, and analyze significant ways that these texts reflect or represent those contexts (e.g. cultural values and beliefs, intellectual and creative traditions, historical and biographical backgrounds, social and political realities).

- c. Evaluate the limitations and benefits of studying African works in cross-cultural translation (e.g., across one or more different languages; across oral and literate-based cultures; across orature, literature, film).

## **2. Apply this knowledge to cross-cultural comparative analysis:**

- a. Identify and analyze significant cross cultural differences and similarities--among different African texts and their cultures; between African language arts/cultures and one's own; and/or between African works and cultures and those of other non-Western groups.
- b. Examine the effects of individual and culturally-determined factors (such as race, gender, class, nation, biases of information sources, prior cross-cultural experiences) on one's own and others' responses to African texts and cultures.
- c. Identify topics of personal interest, unanswered questions, controversial claims and alternative viewpoints arising from one's cross-cultural comparative study for further research and investigation.

## **3. Construct and communicate persuasive cross-cultural interpretations:**

- a. Formulate responses and interpretations using varied strategies and resources (e.g., active reading/viewing skills; self-reflection, critical and empathetic thinking, oral discussion and writing, multiple perspectives, comparative analysis, and interdisciplinary knowledge).
- b. Create a persuasive cross-cultural interpretation of an African text that integrates ethnorelative perspectives and analytical criteria appropriate to African language arts and their cultural contexts.
- c. Communicate one's interpretations in informal and formal writing, using relevant, well-selected evidence from African texts and their cultural contexts to support one's points.
- d. Avoid plagiarism by using an acceptable academic style (e.g. MLA) to cite direct quotations, paraphrases (indirect quotations), and summaries taken from primary and secondary sources.

## **Hum 212: Culture and Literature of the Americas**

### **1. Build knowledge of language arts and cultures different from one's own:**

- a. Situate individual Latin American texts within national or regional categories (e.g., Mexico, Meso-America, the Caribbean and Columbia, Andean region, and the Southern Cone) and identify shaping features of their cultural history (e.g. the effects of the Spanish Conquest; patterns of conflict and acculturation created by the mix of European, African, and indigenous cultures and values, urban and rural structures, Catholic and syncretized folk beliefs, rich and poor, conqueror and vanquished/ruler and ruled).
- b. Identify distinctive characteristics, genres, and periods of traditional, modern and "Boom" literature, the few Indigenist texts, and film.
- c. Analyze and evaluate significant ways that Latin American texts reflect or represent their specific contexts (e.g. cultural values and beliefs, intellectual and creative traditions, historical patterns of cross-cultural conflict and acculturation, biographical backgrounds, social and political realities).
- d. Evaluate the limitations and benefits of studying Latin American works in cross-cultural translation (i.e. across one or more different languages and cultures, across written or cinematic systems and media).

### **2. Apply this knowledge to cross-cultural comparative analysis**

- a. Identify and analyze significant cross cultural differences and similarities between "official" story and real story, among different Latin American works, between Latin American language arts/cultures and one's own.
- b. Examine the effects of individual and culturally-determined factors (such as race, gender, class, nation, biases of information sources, prior cross-cultural experiences) in one's own and others' responses to Latin American texts and cultures.
- c. Identify topics of personal interest, unanswered questions, controversial claims and alternative viewpoints arising from one's comparative study for further research and investigation.

### **3. Construct and communicate persuasive cross-cultural interpretations**

- a. Formulate responses and interpretations using varied strategies and resources (e.g., active reading/viewing skills; self-reflection, critical and empathetic thinking, oral discussion and writing, multiple perspectives, comparative analysis, and interdisciplinary knowledge).
- b. Create persuasive cross-cultural interpretations of Latin American texts that integrate ethnorelative perspectives and analytical criteria appropriate to Latin American language arts and their cultural contexts.
- c. Explain, support, and illustrate one's points using relevant, well-selected evidence textual evidence.

## **HUM 213: Culture and Literature of the Middle East**

### **1. Build knowledge of language arts and cultures different from one's own:**

- a. Explain the broad features of Arabic, Persian, and Hebrew literary-historical periods and analyze individual texts from these periods in relation to their historical, social, religious, and cultural contexts.
- b. Identify the role that the Arabic and Hebrew languages (in their unique histories and their linguistic features) have played in the development of literatures and cultures of the Middle East.
- c. Illustrate the complex roles of literature within culture as potential representation of a culture, expression of a cultural tradition, creator of a culture, and/or critique of that culture.
- d. Evaluate the limitations and benefits of studying this literature in translation (including the potential distortions of translation and the limits translation places on traditional literary analysis of style, diction, prosody, etc.).

### **2. Apply this knowledge to cross-cultural comparative analysis**

- a. Identify and explain significant differences and similarities among Middle Eastern works and cultures; and between Middle Eastern language arts and cultures, and our own.
- b. Examine the effects of individual and culturally-determined factors (such as race, gender, class, nation, biases of information sources, prior cross-cultural experiences) in one's own and others' responses to Middle Eastern texts and cultures.
- c. Identify topics of personal interest, unanswered questions, controversial claims and alternative viewpoints arising from one's cross-cultural comparative study for further research and investigation.

### **3. Construct and communicate persuasive cross-cultural interpretations:**

- a. Use formal and informal writing to develop and express interpretations and analyses, distinguishing between personal and critical responses, and identifying and bracketing one's use of Western models and analytical terms.
- b. Use evidence from the texts and bring multiple viewpoints and cross-cultural perspectives to bear in developing one's interpretations, evaluations, and comparative analyses of these literary works; and demonstrate the ability to reflect critically upon the meaning of cultural difference.
- c. Avoid plagiarism by using an acceptable academic style (e.g. MLA) to cite direct quotations, paraphrases (indirect quotations), and summaries taken from primary and secondary sources.

## **Hum 230: Immigrant Experience American Literature**

### **1. Knowledge about a culture different from one's own:**

- a. Explain the broad features of American Immigrant history (for example, push vs. pull immigration; patterns of immigration; ability to assimilate in the U.S.) and situate individual texts within that history.
- b. Apply specific and defensible criteria, appropriate to the specific cultural and historical contexts of each immigrant group (such as Italians, Irish, Jewish), to analyze, interpret, and evaluate specific Immigrant texts.
- c. Analyze the effects of education, gender roles, printing and publication practices, the specific historical/cultural circumstances of particular immigrant groups, assimilation, and cultural identity on the development and reputation of these authors.

### **2. Analysis of a written text:**

- a. Demonstrate an understanding of specific themes in Immigrant literature such as generational conflict; the American Dream; ethnicity and cultural identity; the journey motif; accommodation and assimilation; melting pot and mosaic imagery; conflict with the dominant American culture and ethics; media representations.
- b. Use formal and informal writing to develop and express interpretations and analyses, distinguishing between personal and critical responses.
- c. Use evidence from the texts and bring multiple viewpoints and perspectives to bear in developing one's interpretations, evaluations, and comparative analyses of these literary works.
- d. Explain the relationships within these selections, among audience, purpose, organization, form, voice, diction, style, and use of literary conventions.
- e. Explain how the literary treatment of an event, issue or idea differs from the approach of another academic discipline.

### **3. Comparative analysis of cultures:**

- a. Examine the effects of individual and culturally-determined factors (such as race, gender, class, ethnicity, region, religion, biases of information sources, prior cross-cultural experiences) in one's own and others' responses to Immigrant literature and culture.
- b. Identify and explain significant differences and similarities among Immigrant works and cultures and our own, or other nonwestern and multicultural American cultures with which you may be familiar.

## Hum 240: Native American Literature and Culture

### 1. Knowledge about a culture different from one's own:

- a. Explain the broad features of Native American history (from pre-contact to the present) and situate individual texts within that history.
- b. Apply specific and defensible criteria, appropriate to the cultural and historical context, to analyze, interpret, and evaluate Native American texts.
- c. Analyze the effects of education, gender roles, printing and publication practices, the reservation system and cultural identity on the development and reputation of these authors.

### 2. Analysis of a written text:

- a. Analyze the role of orality and storytelling in this literature, including the use of oral story telling devices in contemporary texts.
- b. Demonstrate an understanding of specific themes in Native American literature such as interrelationship between the land and the people; the value of community and tradition; the trickster figure; the "mixed-blood" figure in 20th century literature; the homing plot; and media representations of Native Americans.
- c. Use formal and informal writing to develop and express interpretations and analyses, distinguishing between personal and critical responses.
- d. Use evidence from the texts and bring multiple viewpoints and perspectives to bear in developing one's interpretations, evaluations, and comparative analyses of these literary works.
- e. Explain the relationships within these selections, among audience, purpose, organization, form, voice, diction, style, and use of literary conventions.
- f. Explain how the literary treatment of an event, issue or idea differs from the approach of another academic discipline.

### 3. Comparative analysis of cultures:

- a. Examine the effects of individual and culturally-determined factors (such as race, gender, class, ethnicity, region, religion, biases of information sources, prior cross-cultural experiences) in one's own and others' responses to Native American literature and culture.
- b. Identify and explain significant differences and similarities among Native American works and cultures and our own, or other nonwestern and multicultural American cultures with which you may be familiar.

## HUM 261: Pop Culture Science Fiction

**Outcome 1:** Identify three traditions in the historical development of the fiction genre: definitions of human nature, utopia or dystopia, cultural critiques of science and technology in contemporary society.

**Outcome 2:** Define and illustrate principal literary elements of narrative fiction (plot, character, theme, point of view, setting, symbol, style), using well-selected examples from representative works.

**Outcome 3:** Analyze relationships among selected elements of literary or cinematic form and thematic content (such as setting and characterization, style and theme, or camera work and point of view) within a work of narrative fiction or film, to explain how these elements interact to shape the meaning and impact of individual works.



**Outcome 4:** Analyze relationships between science fiction texts and other media of popular culture (such as advertising, music, comics, art, television) to explain how this genre expresses cultural contexts (values and beliefs, historical background, social and political realities).

**Outcome 5:** Use comparison/contrast analysis to demonstrate significant differences and similarities between selected works of narrative fiction and/or film (such as in fiction by different authors; in fiction from different sub-genres; in fiction and film adaptation of the same or different works by an individual author).

**Outcome 6:** Demonstrate effective writing skills in when communicating one's interpretations, using relevant, well-selected evidence from works of narrative fiction and/or film in order to illustrate and support one's argument.

**Outcome 7: Writing in Context:** Identify and practice the role of collaborating to create knowledge through sharing formal or informal writing in the classroom.

**Outcome 8: for a sequence of any two Pop Culture courses:** Identify and illustrate mixed genres in popular culture (such as science fiction Western); analyze the products of popular culture as not only reflections of social values, but attempts to resolve cultural contradictions.

## HUM 262: Pop Culture American Western

**Outcome 1:** Identify the historical development of four traditions in stories about the American West: our relations to the land and its indigenous peoples, frontier individualism, women as "civilizers," and the ideal roles of cowboy/outlaw.

**Outcome 2:** Define and illustrate principal literary elements of narrative fiction (plot, character, theme, point of view, setting, symbol, style), using well-selected examples from representative works.

**Outcome 3:** Analyze relationships among selected elements of literary or cinematic form and thematic content (such as setting and characterization, style and theme, or camera work and point of view) within a work of narrative fiction or film, to explain how these elements interact to shape the meaning and impact of individual works.

**Outcome 4:** Analyze relationships between Western texts and other media of popular culture (such as advertising, music, comics, art, television) to explain how this genre expresses cultural contexts (values and beliefs, historical background, social and political realities).

**Outcome 5:** Use comparison/contrast analysis to demonstrate significant differences and similarities between selected works of narrative fiction and/or film (such as in fiction by different authors; in fiction from different sub-genres; in fiction and film adaptation of the same or different works by an individual author).

**Outcome 6:** Demonstrate effective writing skills in when communicating one's interpretations, using relevant, well-selected evidence from works of narrative fiction and/or film in order to illustrate and support one's argument.

**Outcome 7: Writing in Context:** Identify and practice the role of collaborating to create knowledge through sharing formal or informal writing in the classroom.

**Outcome 8: for a sequence of any two Pop Culture courses:** Identify and illustrate mixed genres in popular culture (such as Western travel); analyze the products of popular culture as not only reflections of social values, but attempts to resolve cultural contradictions.

## HUM 263: Pop Culture Detective Stories

**Outcome 1:** Identify the historical development of five traditions in detective stories: the "ratiocinative," the "hard-boiled," the psychological study, the social critique, and the sensationalism of much "true crime" journalism.

**Outcome 2:** Define and illustrate principal literary elements of narrative fiction (plot, character, theme, point of view, setting, symbol, style), using well-selected examples from representative works.

**Outcome 3:** Analyze relationships among selected elements of literary or cinematic form and thematic content (such as setting and characterization, style and theme, or camera work and point of view) within a work of narrative fiction or film, to explain how these elements interact to shape the meaning and impact of individual works.

**Outcome 4:** Analyze relationships between detective story texts and other media of popular culture (such as advertising, music, comics, art, television) to explain how this genre expresses cultural contexts (values and beliefs, historical background, social and political realities).

**Outcome 5:** Use comparison/contrast analysis to demonstrate significant differences and similarities between selected works of narrative fiction and/or film (such as in fiction by different authors; in fiction from different sub-genres; in fiction and film adaptation of the same or different works by an individual author).

**Outcome 6:** Demonstrate effective writing skills in when communicating one's interpretations, using relevant, well-selected evidence from works of narrative fiction and/or film in order to illustrate and support one's argument.

**Outcome 7: Writing in Context:** Identify and practice the role of collaborating to create knowledge through sharing formal or informal writing in the classroom.

**Outcome 8: for a sequence of any two Pop Culture courses:** Identify and illustrate mixed genres in popular culture (such as Western detective); analyze the products of popular culture as not only reflections of social values, but attempts to resolve cultural contradictions.

## HUM 264: Pop Culture Spy Thriller

**Outcome 1:** Identify the historical variations on the spy figure, including adventurer, superhero, traitor, Cold War ideologue, and morally ambiguous gamesman.

**Outcome 2:** Define and illustrate principal literary elements of narrative fiction (plot, character, theme, point of view, setting, symbol, style), using well-selected examples from representative works.

**Outcome 3:** Analyze relationships among selected elements of literary or cinematic form and thematic content (such as setting and characterization, style and theme, or camera work and point of view) within a work of narrative fiction or film, to explain how these elements interact to shape the meaning and impact of individual works.

**Outcome 4:** Analyze relationships between spy thriller texts and other media of popular culture (such as advertising, music, comics, art, television) to explain how this genre expresses cultural contexts (values and beliefs, historical background, social and political realities).

**Outcome 5:** Use comparison/contrast analysis to demonstrate significant differences and similarities between selected works of narrative fiction and/or film (such as in fiction by different authors; in fiction from different sub-genres; in fiction and film adaptation of the same or different works by an individual author).

**Outcome 6:** Demonstrate effective writing skills in when communicating one's interpretations, using relevant, well-selected evidence from works of narrative fiction and/or film in order to illustrate and support one's argument.

**Outcome 7: Writing in Context:** Identify and practice the role of collaborating to create knowledge through sharing formal or informal writing in the classroom.

**Outcome 8: for a sequence of any two Pop Culture courses:** Identify and illustrate mixed genres in popular culture (such as science fiction spy thriller); analyze the products of popular culture as not only reflections of social values, but attempts to resolve cultural contradictions.



## HUM 265: Pop Culture Noir Film and Fiction

**Outcome 1:** Identify the historical and cultural background of *noir* characters, themes, and style: domestic melodrama, postwar anxiety, hardboiled fiction, expressionism, neorealism.

**Outcome 2:** Define and illustrate the technical components of narrative cinema (camera work, lighting, film, editing and sound) and explain how these elements interact to shape the meaning and impact of individual scenes in the *noir* style.

**Outcome 3:** Define and illustrate principal literary elements of narrative fiction (plot, character, theme, point of view, setting, symbol, style), using well-selected examples from representative works.

**Outcome 4:** Analyze relationships between *noir* texts and other media of popular culture (such as advertising, music, comics, art, television) to explain how this genre expresses cultural contexts (values and beliefs, historical background, social and political realities).

**Outcome 5:** Analyze relationships between thematic content of narrative fiction and/or film to other media of popular culture (such as advertising, music, comics, art, television) to explain how social realities shape the meaning and impact of the *noir* genre.

**Outcome 6:** Use comparison/contrast analysis to demonstrate significant differences and similarities between selected works of narrative fiction and/or film (such as in fiction by different authors; in fiction from different sub-genres; in fiction and film adaptation of the same or different works by an individual author).

**Outcome 7:** Demonstrate effective writing skills in when communicating one's interpretations, using relevant, well-selected evidence from works of narrative fiction and/or film in order to illustrate and support one's argument.

**Outcome 8: Writing in Context:** Identify and practice the role of collaborating to create knowledge through sharing formal or informal writing in the classroom.

**Outcome 9 for a sequence of any two Pop Culture courses:** Identify and illustrate mixed genres in popular culture (such as *noir* Western); analyze the products of popular culture as not only reflections of social values, but attempts to resolve cultural contradictions.

## HUM 266: Pop Culture Travel Literature

**Outcome 1:** Identify the varieties of travel writing as geographical discovery, personal narrative, anthropological inquiry, and sociopolitical criticism in stories that represent peoples and places as "other" or "exotic."

**Outcome 2:** Define and illustrate principal literary elements of narrative fiction (plot, character, theme, point of view, setting, symbol, style), using well-selected examples from representative works.

**Outcome 3:** Analyze relationships among selected elements of literary or cinematic form and thematic content (such as setting and characterization, style and theme, or camera work and point of view) within a work of narrative fiction or film, to explain how these elements interact to shape the meaning and impact of individual works.

**Outcome 4:** Analyze relationships between travel texts and other media of popular culture (such as advertising, music, comics, art, television) to explain how this genre expresses cultural contexts (values and beliefs, historical background, social and political realities).

**Outcome 5:** Use comparison/contrast analysis to demonstrate significant differences and similarities between selected works of narrative fiction and/or film (such as in fiction by different authors; in fiction from different sub-genres; in fiction and film adaptation of the same or different works by an individual author).

**Outcome 6:** Demonstrate effective writing skills in when communicating one's interpretations, using relevant, well-selected evidence from works of narrative fiction and/or film in order to illustrate and support one's argument.

**Outcome 7: Writing in Context:** Identify and practice the role of collaborating to create knowledge through sharing formal or informal writing in the classroom.

**Outcome 8 for a sequence of any two Pop Culture courses:** Identify and illustrate mixed genres in popular culture (such as science fiction travel); analyze the products of popular culture as not only reflections of social values, but attempts to resolve cultural contradictions.