

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Art</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>HUMA 1311</u>						
<b>COURSE TITLE</b>	<u>Mexican-American Arts</u>						
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	<u>0</u>	Credits	Lec	Lab
<u>3</u>	<u>3</u>	<u>0</u>					
Credits	Lec	Lab					

**I. Catalog Description**

Explores the purposes and processes in the visual and performing arts (such as music, painting, drama, and dance) and the ways in which they express the values of the Mexican-American\Chicano\ experience.

**Prerequisite: INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

**II. Course Objectives**

- A. Explain issues of identity and the development of a national Mestizo culture that informs Mexican American visual and performing arts.
- B. Identify the pre-historic and indigenous influences that inform Mexican American visual and performing arts and identify major stylistic characteristics and movements.
- C. Identify the role of Spain’s culture and institutions on the development of Mexican American visual and performing arts and identify major stylistic characteristics and movements.
- D. Discuss contemporary issues in Mexican American visual and performing arts including identity, immigration, and gender.

**III. THECB Learning Outcomes (ACGM)**

Upon successful completion of this course, students will:

1. Employ formal elements and principles to critically analyze various works of the visual and performing arts.
2. Articulate the creative process of artistic works as expressions of Mexican-American/Chicano/a experiences and cultural values.
3. Formulate an understanding of how Mexican-American/Chicano/a arts reflect shifting cultural identities.
4. Describe the relationship of Mexican-American/Chicano/a arts to everyday life.

**IV. Evaluation**

A. Evaluation Methods

Methods for course evaluation will be at the discretion of each instructor. Instructors may employ one or more of the following methods of evaluation:

- Essay and/or Objective exams
- Papers, In-class Activities, and/or Oral Reports
- Group and/or Field Projects

B. Grading Scale:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F
Incomplete	=	I
Withdrawn	=	W

**V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.