COURSE TITLE: HUM 310 Key Concepts: THE POWER OF MASKS

PROFESSOR: William R. DeLuca, Theatre Arts

FACULTY OFFICE: LCH E311

FACULTY TELEPHONE: (310) 243-2400

OFFICE HRS: MW 11:30 - 12:30pm

I. HUM310: KEY CONCEPTS COURSE DESCRIPTION AND UNIT VALUE:

Analysis of a major concept in humanistic thought and expression, e.g., the individual and society, success and values in the U.S., death and dying, war and society, etc. Repeatable with different topics for credit (3 units).

This course addresses a key concept in the humanities, in interdisciplinary and historical context, and includes discussion of links between the history of the concept and modern life.

II PREREQUISITE: HUM 200 or equivalent.

Upper division integrative coursework must be taken after 60 semester units and the lower division components of General Education (or their equivalent) have been completed.

III GENERAL EDUCATION OBJECTIVES:

As it states in the University Catalog, students completing the General Education program will have:

1. achieved the ability to think clearly and logically, to find information from a variety of sources and examine it critically, to communicate effectively orally and in writing, and to reason quantitatively and qualitatively.
2. acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations.
3. come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

This course meets the requirements for FI Upper Division Integrative Studies in the Humanities. Upon completing this course the student should have achieved the following general integrative studies objectives:

1. understand the relationships among the various disciplines that comprise the humanities
2. place these relationships within an historical context
3. relate the humanities to modern life
4. cultivate his/her imaginative and synthesizing powers through aesthetic and intellectual activities
IV THE POWER OF MASKS: COURSE DESCRIPTION:

This course covers the significance and function of ritual masks in African, European, American and Asian/Pacific societies; mask usage in literature, and the visual and performing arts; and the integration of psychological masking in human behavior. Through lectures, slides, writing exercises, and group investigation of research materials and performance masks, students learn how masks have been used in rituals, myth, ceremonies, carnival, drama, and modern life. As an Upper Division Integrative Study, the course intends to develop student awareness of the relationships among the various disciplines in the humanities by using the mask as a window into a culture's philosophy, religion, literature, mythology, psychology, art, dance, music, and theatre.

V THE POWER OF MASKS: COURSE OBJECTIVES:
Specifically, the aim of this course is to enable the student to achieve the following:
1. understanding of the power of masks in relation to various disciplines that comprise the humanities (art, literature, religion, mythology, anthropology, and performing arts)
2. knowledge of historical contexts informing the power of masks
3. understanding of the relationships between the power of masks as signified in the past and modern life
4. development of critical and imaginative thinking, writing, reading, and speaking skills

VI LEARNING OUTCOMES:
Upon completion of this course, the student should be able to accomplish the following:
1. identify, describe, and analyze relationships among examples of the power of masks and art, literature, religion, mythology, anthropology, and the performing arts
2. identify, describe, and analyze the power of masks in historical contexts
3. identify, describe, and analyze relationships between historical examples of the power of masks and modern life
4. demonstrate critical and imaginative thinking, writing, reading, and speaking skills

VII TEXTBOOKS AND REQUIRED MATERIALS (Available online and in the Bookstore):

- Research Guide posted on Instructor's Homepage (http://www.csudh.edu/bdeluca/ThePowerofMasks/Masks.htm), which includes seven chapters on ritual, performance and psychological masks and the following primary sources:
  - The Rabinal Achi (a Mayan dance-drama)
  - Excerpts from The Ramayana (a Hindu Epic)
  - "Patterns" (Poem by Amy Lowell)
  - "We Wear the Mask" (Poem by Paul Lawrence Dunbar)
  - "Las Dos Caras del Patroncito: The Two Faces of the Boss" (Play by Luis Valdez)
  - "The Minister's Black Veil" (Short Story by Nathaniel Hawthorne)
  - M. Butterfly by David Henry Hwang (Available in CSUDH Bookstore)

VIII COURSE REQUIREMENTS:

1. ETIQUETTE: Help to make our class a positive learning environment by listening actively, finishing your food (chips too) and drinks outside, and turning off your phones, computers, pda's, and pagers (that means NO text messaging). Be aware that other students will be making speeches in the class, so your attention is appreciated.

2. WRITING ASSIGNMENTS: One critical thinking paper (5-page analysis/reflection on masks) assists students in reinforcing their writing skills and their ability to reason critically and creatively. Two short papers (1-2 pages) based on the assigned readings prepare students for the critical thinking paper. Consult the Writing and Speech Guidelines for specifics.
3. SPEAKING ASSIGNMENTS: Students will present their research and responses on masks in three speeches that will strengthen their speaking skills as well as their critical and creative thinking. The length and subject matter varies for each speech, so students need to read the specific requirements in the Writing and Speech Guidelines.

4. EXAM: One Exam will assess the student's familiarity with material from the course readings. The exam incorporates identification, true and false, essay, and multiple choice, and focuses on the numbered items in the course outline (and the play, one act, and short story). The Final Exam is scheduled on Wednesday, July 2.

IX TEACHING METHODS
The course makes use of various teaching methods: in-class lecture, small group discussion, presentations, Blackboard assignments, and collaborative group work on masks.

X ASSESSMENT:
The following will be used to determine the extent to which students have fulfilled the learning outcomes for this course:

Students gain analysis, communication and critical thinking skills from daily lectures, in-class reports, reading assignments, discussions and cooperative group work. In order to measure all of the above student learning objectives/outcomes, the following methods of assessment will be used:

- Research writing exercises help students to interpret, evaluate, and explain the cultural significance of ritual and theatre. The paper includes well-researched information and supporting material arranged in a clear organization and using appropriate language and style.
- Presentations based on their research papers give students opportunities to learn speech, organization, and critical thinking skills.
- Online Essays help students to research and evaluate items assigned to them from the class outline.
- Exams assess the student's comprehension of the use of masking derived from the class discussions, readings, and research.

XI GRADE SCALE AND RUBRIC:

Grade Distribution:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
<td>15 points</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>30%</td>
<td></td>
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<tr>
<td>Short Papers:</td>
<td></td>
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<tr>
<td>Quote Response</td>
<td></td>
<td>5 points</td>
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<tr>
<td>Persona Speech Text</td>
<td></td>
<td>10 points</td>
</tr>
<tr>
<td>Critical Thinking Paper</td>
<td></td>
<td>15 points</td>
</tr>
<tr>
<td>Speaking Assignments</td>
<td>30%</td>
<td></td>
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<tr>
<td>Speech #1 - 30 Sec. Mask Response</td>
<td></td>
<td>5 points</td>
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<tr>
<td>Speech #2 - Persona</td>
<td></td>
<td>10 points</td>
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<tr>
<td>Speech #3 - Mask Research</td>
<td></td>
<td>15 points</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
<td>25 points</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>100 points</td>
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CRITERIA FOR GRADE OF "A"
Keeping in mind that the grade of "A" is often associated with "outstanding" or "superior" work, to obtain an "A" in this course you must not only meet the minimum criteria delineated in the course requirements, but also accomplish each of the following objectives:

1) Have perfect attendance and punctuality, hand in assignments on time, speak often and participate openly in class activities.
2) Compose well-written papers and speeches that reveal strong organization, logical progression, meaningful paragraphing, independent thought, engagement with the topic, and readable, unambiguous sentences that are virtually free of errors in grammar, usage, spelling, or mechanics. Refer to the Writing and Speech Guidelines for detailed rubrics.

XII ATTENDANCE REQUIREMENTS:
Students are expected to attend every class on time. Make sure that you sign in each day to avoid being marked absent. Each student is allowed one absence without penalty, but after that, two points are deducted for each absence. Also, three lates equal one point, 1/2 hour late = 2 lates, and 1 hour late = 3 lates.

XIII MAKE-UP POLICY:
If you have contacted an instructor prior to a due date and received permission to submit work late, you might have up to one week after the due date to send it in without penalty. After that, or without permission, late submissions lose 20% of their points.

XIII ACADEMIC INTEGRITY POLICY:
Students are advised to refer to the University Catalogue for our policy on Academic Integrity. All forms of cheating or plagiarism are unacceptable. Any instance of plagiarism will result in an F for the whole course.

XIII ACCOMODATION OF DISABLED STUDENTS:
Students with disabilities who require special services should notify Disabled Student Services (Welch Hall B-250; Ext. 3660), and also inform the instructor that they are registered with DSS. Please refer to the University Catalogue for more details.
XIV SCHEDULE:

NOTE: Online readings (Chapters 1 to 7) are posted at:
http://www.csudh.edu/bdeluca/ThePowerofMasks/Masks.htm

Monday  June  2  Introduction: Syllabus & Guidelines
Wednesday June  4  The World of Masks (Read Chapter 1: "The Power of Masks")
                     Critical Thinking Speech #1

Monday  June  9  African Masks (Read Chapter 2: "African Masks")
                   Short Paper #1 Due - Quote Response
Wednesday June 11  Theatre and the Mask
                   (Read Chapter 3: "Theater and the Mask"
                   and "Las Dos Caras del Patroncito" by Luis Valdez)

Monday  June 16  Psychological Masking (Read Chapter 4: "The Psychology of Masking")
                   Speech #2 - Persona Speech
                   Hand in Full Text also - Short Paper #2
Wednesday June 18  European and American Masks
                   (Read Chapter 5: "European and American Masks")

Monday  June 23  The Arts, Literature, and The Mask
                   Read Chapter 6: "The Arts and the Mask,"
                   and Nathaniel Hawthorne's The Minister's Black Veil
                   and David Henry Hwang's M. Butterfly
                   (Short Paper #3 Due - Response to M. Butterfly)
Wednesday June 25  Asian/Pacific Masks (Read Chapter 7: "Asian/Pacific Masks")

Monday  June 30  Writing Workshop
Wednesday July  2  Final Exam

Monday  July  7  Speech #3  (Critical Thinking Paper Due)
                 NOTE: Hand in one hard copy in class, and submit an electronic version on
                 the Assignment page in Blackboard.
Wednesday July  9  Speech #3

The schedule and procedures in this course are subject to change
in the event of extenuating circumstances.