

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1086**

**Fields marked with \* are required**

**Name of Initiator:** Sarita Jo Cargas      **Email:\*** [cargas@unm.edu](mailto:cargas@unm.edu)      **Date:\*** 08-25-12  
**Phone Number:\*** 505 277-4211      Initiator's Title\* Lecturer III: UC University Honors Program

Associated Forms exist?\*

Yes ▼

Faculty Contact\* Rosalie Otero  
Department\* U Honors

Administrative Contact\* Lee Clark  
Admin Email\* laclark@unm.edu`

**Branch**

Admin Phone\* 277 4211

Proposed effective term:

Semester Fall ▼ Year 2013 ▼

**Course Information**

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program \* University Honors - Humanities Core Course

Select Category UG Core Course ▼ Degree Type

Select Action New ▼

**Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.**

See current catalog for format within the respective college (upload a doc/pdf file)

[Hum Syll .docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request \* (enter text below or upload a doc/pdf file)

It is expected that this change will be implemented by all branch campuses who offer honors courses.

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. \*

[Form C core course Humanities.docx](#)

# Honors College Core Course in Humanities

Humanities in Society and Culture

UHON 201 3CH

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## Brief Description for Catalog

This course introduces interdisciplinary perspectives on humanities fields such as literature, history, and philosophy as well as associated disciplines. Its goal is to encourage understanding of the role of the humanities in society and culture.

## Full Course Description

This core course will introduce students to interdisciplinary study in the humanities. Each class will be constructed around an individual topic that explores works in the humanities fields such as literature, history, and philosophy as well as other associated disciplines from interdisciplinary perspectives. Students will gain a basic appreciation of the nature and methods of study in the humanities by engaging works from across cultures and from various historical moments in time. Throughout the semester, students will interpret, analyze, and evaluate the cultural or historical meaning and purpose of diverse texts, especially primary texts. The ultimate goal of the course is for students to recognize the lasting value of the humanities in the development of society and culture as well as in attributing meaning to the human experience. In addition, students will strengthen their reading, writing, and research skills, while enriching their knowledge of the world in which we live.

## Student Learning Outcomes

Once students successfully complete this course, they will:

1. Analyze and critically interpret foundational and primary works in the field of humanities;
2. Compare modes of thought and expression in the humanities across a range of historical periods and/or structures (such as political, geographic, social, cultural, philosophical, and intellectual);
3. Demonstrate knowledge that integrates ideas and methods from different disciplines;
4. Construct persuasive arguments and increase writing proficiency through analytical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling.

## Assessments

Student success in meeting course objectives will be measured by:

- Analytic essays and/or research papers;
- Oral presentations;
- Creative projects;
- Online exercises, assignments, and projects
- Final papers, projects, or portfolios;
- Seminar participation;
- Peer and self-reviews.

**Sample Texts and Materials**

- *Why Choose the Liberal Arts?* by Mark William Roche;
- *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* by Martha C. Nussbaum;
- Primary texts in literature, history, philosophy, and associated disciplines;
- Secondary sources related to the course topic;
- Multimedia technologies (video, audio, internet, etc.).

**Sample Requirements and Assignments**

To complete the course successfully, students will:

- Be required to read various texts and other supplemental readings;
- Be prepared to discuss, debate, deliberate ideas based on reading assignments;
- Complete at least two or three essays that analyze course topics using assigned texts and outside research;
- Work collaboratively in small groups to construct projects or class activities that reflect key themes and concepts;
- Make at least one oral presentation based on research regarding a specific historical era or concept;
- Produce at least one creative project or activity, such as a work of fiction, poetry, music, film, fine art, architecture, etc.;
- Construct a final paper, project or portfolio that synthesizes and reflects on the key concepts and overarching themes of the course.

**Sample Course Structure**

Module I	Weeks 1-3	<b>Introduction</b> This module will introduce topics related to overarching questions, such as: What are the humanities? Why is it important to study the humanities? What role or function do the humanities play in history, culture, and society?
Module II	Weeks 4-6	<b>Initial Reading and Analysis of Key Texts</b> This module will be organized around one or two readings of primary texts that are central to the theme of the course. The theme will be interdisciplinary in nature and may focus on movements, genres, historical periods, and/or critical concepts . Examples of course themes for such readings and analysis might include Humanities and Freedom, Pilgrimage and Travel, Utopian Ideal, the Faust story, Romanticism, Modernism, the Avant Garde, the Age of Discovery, the Napoleonic Era, the Sixties, etc. In addition, this module will introduce students to a few of the key methods of critical analysis in the humanities, such as close reading analysis, aesthetics and poetics, comparative approaches, examinations of material culture.
Module III	Weeks 7-10	<b>Expanded Reading and Analysis of Humanities Subjects</b> This module will expand on the previous module by introducing several new texts focused on the course theme that will encourage the exploration of more difficult concepts and ideas related to humanities topics. In addition, this module will encourage students to develop more advanced skills in critical analysis of the humanities.

Module IV	Weeks 11-13	<b>Advanced Reading and Analysis of Humanities Subjects</b> This module will work toward completion of the examination of the course theme by applying the previous skills, concepts, and methods for study of the humanities to one new text. This final text explored will be more difficult than the previous texts and will require students to apply a variety of techniques in critical analysis of the humanities.
Module V	Weeks 14-15	<b>Final Projects</b> Students present their portfolios and final projects.

## Plan for Assessment of Humanities Core Course in the UC General Education Core Curriculum

Department Name: Honors

Dept. Assessment Contact: Rosalie Otero

### I. Course Number and Title: UHON 201: Humanities in Society and Culture: [Subtitle topic will vary by instructor]

#### A. Course Goal #1: Students will analyze and critically interpret foundational and primary works in the field of humanities.

SLO 1: Students will identify, characterize, and evaluate features of written and visual works in the humanities within their cultural contexts.

(Addresses UNM/ HED Area V; Competencies 1, 3, 5)

SLO 2: Students will articulate and explain clearly the methods, approaches, and significant content of key figures, works, genres, and movements in the humanities.

(Addresses UNM/ HED Area V; Competencies 2, 3)

#### B. Course Goal #2: Students will compare modes of thought and expression in the humanities across a range of historical periods and/or structures (such as political, geographic, social, cultural, philosophical, and intellectual).

SLO 3: Students will compare works in terms of genre, style, content or theme, historical period, culture, significance or function or purpose.

(Addresses UNM/ HED Area V; Competency 2, 4)

SLO 4: Students will recognize and articulate the correspondences and differences between interdisciplinary perspectives, cultural traditions, and historical eras.

(Addresses UNM/ HED Area V; Competency 2, 3)

#### C. Course Goal #3: Students will demonstrate knowledge that integrates ideas and methods from different disciplines.

SLO 5: Students will be able to demonstrate an understanding the utility of research in multiple disciplines to assess the role and power of the humanities.

Addresses UNM/HED Area V, Competencies 2, 3, 4.

SLO 6: Students will recognize, articulate and evaluate historical and/or cultural perspectives as these relate to contemporary problems/issues, contemporary modes of expression, or contemporary thought, especially in how some key works in the humanities reflect historical, national, cultural, ethnic, and gender differences, even as they invoke shared human experiences that may relate to readers and the world today.

(Addresses UNM/ HED Area V; Competencies 3, 4)

### II. How will evidence of learning be gathered?

1. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.

- a. Two 3000 – 8000 word writing projects.
  - b. One formal oral presentation.
  - c. Student learning portfolios.
2. How: For this course, describe:
- a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.
    - i. There will be evidence from all sections.
  - b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.
    - i. There will be evidence from all students
  - c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?
    - i. SLOs will be individually assessed on a 3-year cycle (one course goal per year)
3. When:
- a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?
    - i. Assessment will commence when the course is first offered (Spring 2012?).
  - b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?
    - i. SLOs will be individually assessed on a 3-year cycle (one course goal per year).
  - c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year...)?
    - i. 3-years.
4. Who:
- a. Who will administer the measure or collect the student products?
    - i. The faculty member(s) teaching the course.
  - b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?
    - i. The faculty member(s) teaching the course.
  - c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.
    - i. See attached.

**D. What process will be used to analyze/interpret the assessment data for this course?**

1. Who will participate?
  - a. An Honors college faculty committee.
2. How will recommendations be communicated?
  - a. In a memo to the faculty.
  - b. Included in the annual report.
  - c. At a semi-annual meeting of Honors faculty addressing assessment and pedagogy.
3. When will interpretation and recommendations take place?
  - a. In the weeks immediately following the end of the term.

**E. How will results of assessment in this course be used for improvement?**

Note: This process may be different for each course or the same for all courses in the dept.

1. Describe the process for consideration of the implications of assessment for change:
  - a. To assessment mechanisms themselves.
    - i. As the number of offerings and section change, assessment mechanisms might need to be changed (evidence from students, sections and assessment scheduling).
  - b. to course design.
    - i. Those assessing the course may suggest changes in course features:
      - a. Length of class sessions.
      - b. Frequency of class meetings
      - c. The allotment of time to course topics
  - c. to pedagogy
    - i. Those assessing the course may suggest changes in teaching methods:
      - a. Reading requirements
      - b. Discussion facilitation methods
      - c. Number and nature of writing assignments and oral presentations
      - d. The configuration of class activities (discussion, short lecture, small group discourse, writing prompts, etc.)
2. Who participates in this discussion/decision making.
  - a. Honors College Faculty
3. How will recommendations be communicated?
  - a. Orally and in memo form
4. When will this discussion/decision making take place?
  - a. Subsequent to the meeting(s) interpreting assessment data

## Humanities and Society

Rubric for evaluating papers, presentations and portfolios

	<b>Score</b>
<p style="text-align: center;"><b>1. Context and Purpose (20%):</b></p> <p>The assignment demonstrates the student is aware of context and audience as well as content.</p>	20 points max
<p style="text-align: center;"><b>2. Content Development (20%):</b></p> <p>The assignment demonstrates the student chooses appropriate, relevant, and compelling content to explore ideas and issues in the humanities.</p>	20 points max
<p style="text-align: center;"><b>3. Sources and evidence (20%):</b></p> <p>The assignment demonstrates the student is able to locate and use sources appropriately matched to content and ideas explored.</p>	20 points max
<p style="text-align: center;"><b>4. Integration and Synthesis (20%):</b></p> <p>The assignment works toward integration or synthesis of ideas by connecting examples, facts, or theories from more than one field of study or disciplinary perspective.</p>	20 points max
<p style="text-align: center;"><b>5. Syntax and Mechanics (20%):</b></p> <p>The assignment demonstrates the student is able to control the presentation of material through writing or speaking that is clear and precise with few errors in spelling, punctuation, diction, or grammar.</p>	20 points max
<p style="text-align: center;"><b>TOTAL</b></p> <p style="text-align: center;">90-100 points = Advanced (A), 70-89 = Proficient/Passable (CR), 69 &amp; below = Unsatisfactory (NC)</p>	100 points max

Required attachment for adding core course as required by the instructions, "Criteria for adding core curriculum courses"

- a. Statement of the core area course will fit in, rationale: how will course benefit UNM students, why does it belong in the core curriculum:

This new core course in the Humanities area will benefit honors students by helping them remain and complete the Honors College curriculum. Currently too many students are forced to drop the program due to scheduling difficulties and problems fulfilling all their university graduation requirements including those for their major, minor, honors, and university core requirements. Allowing them to count a number of specific honors core courses towards their honors requirements will alleviate one of the more common problems for honors students. The honors version of the core course will also enhance the university core curriculum because it will introduce intense foci on interdisciplinarity and primary source materials.

- b. Impact statement on effect course may have on other departments/courses currently in core:

"This new core course will minimally affect the number of students who take a pre-existing university core course. Honors students only make up approximately ten percent of the university population. Furthermore, Honors students are likely to take many of their core courses in the disciplines because those courses are prerequisites for courses in the students' majors.

- c. Current and predicted enrollments for the next 3 yrs.

We predict these courses will fill at the Honors class maximum size of 17 students per course.

- d. Budget/Faculty Load Statement: budget impact statement, resources (faculty/facilities) that the department has for teaching the course, memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs.

*Budget impact statement:*

See below.

*Resources (faculty/facilities) that the department has for teaching the course:*

The current honors full-time and adjunct faculty are prepared to teach these courses. The projected budget for the new Honors College projects hiring 3-6 new faculty over the next several years and they also will be a resource to teach the new core courses.

*Memo from Dean or College Curriculum Committee regarding financial support for 5-10 yrs:* See below.

For "Budget Impact Statement"

APPENDIX E



**APPENDIX E**  
**Cost Estimation and Sources of Funding**

**COST ESTIMATION**

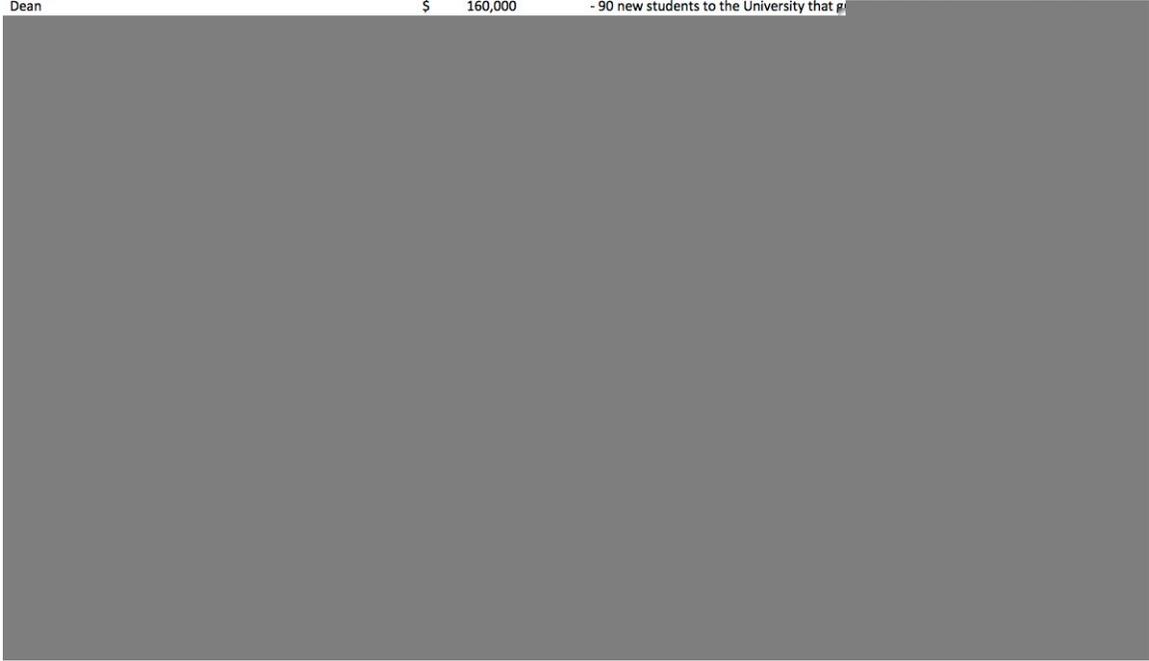
**Tuition & Funding Formula Assumptions**

Faculty  
Dean

\$ 160,000

**Assumptions:**

- 90 new students to the University that g





MEMO

TO: Faculty Senate Curriculum Committees  
FROM: Kate Krause, Interim Dean, University College  
RE: Support for Core Courses in Honors  
Date: July 10, 2012

Last spring the Faculty Senate approved the creation of an Honors College. One component of the proposal was the establishment of courses in Honors that satisfy Core Curriculum requirements by delivering content that addresses the learning outcomes established for each disciplinary area. The Honors faculty have developed this course to allow Honors students to satisfy a core requirement in [the social and behavioral sciences]. The long-term plan for the Honors College is to develop courses in each of five (?) core areas.

These courses will be taught by current tenure stream Honors faculty, new hires in Honors, adjunct faculty with special expertise in the area and Honors Fellows whose tenure homes are in a specific discipline. The budget established for the Honors College is sufficient to compensate these faculty members and, in the case of Honors Fellows, to compensate their home departments.

University College is committed to supporting this course now and as the Honors College grows.