

AREA V: Humanities - 6 credit hours required

Area V Goal 1: To develop students knowledge, skills and disposition for responsibility regarding the human condition and human cultures

NOTE: # Denotes Core course that meets the "US and Global Diversity and Inclusion" 3 credit hours undergraduate degree requirement.

Courses	Student Learning Outcomes	NM HED Core Area: Competency #	UNM Learning Goals: Knowledge, Skills & Responsibility (K,S & R)
AFST 104: Intro to Africana Studies #	By the end of the course, students will be able to speak and write knowledgeably about African diasporic ideologies, theories and socio-cultural constructions.	V: 1,4	K & S
	By the end of the course, students will be able to write clearly, coherently, persuasively, and logically about global black histories and experiences.	V: 4,6	K & S
	By the end of the course, students will be able to speak and write knowledgeably about historical realities that have influenced contemporary ideas regarding (global) blackness.	V: 2,3	K & S
	By the end of the course, students will be able to express in a language other than English and paraphrase simple concepts and basic information relating to daily activities and culture.	V: 6	K, S & R
AMST 186: Intro to Southwest Studies #	By the end of the course, students will be able to articulate verbally and in writing an understanding of the diversity of the communities of the Southwest U.S. region and the social, historical, political and economic factors shape them today.	V: 2,4	K, S & R
	By the end of the course, students will be able to explain how the natural environment and ecology of the region has shaped and been shaped by human activity over the course of history.	V: 1,4	K & S
	By the end of the course, students will be able to analyze and compare the historic and contemporary cultural expressions of the Southwest, from the literary and fine arts to the performing arts.	V: 1,4	K & S
	By the end of the course, students will be able to recognize and explain basic terms, concepts and methodologies associated with an interdisciplinary approach to the Southwest as a region.	V: 1,4	K & S
	By the end of the course, students will be able to develop basic research skills for the study of the Southwest.	V: 4,5	K

AMST/CCS/NATV 201: Intro to Chicana & Chicano Studies #	By the end of the course, students will be able to assess and apply diverse social, historical, economic and cultural perspectives as they impact Mexican and Latino populations in the United States to develop global and intercultural competencies.	V: 2,3	K, S & R
	By the end of the course, students will be able to analyze and critically interpret significant examples of textual and cultural production among diverse Chicano and Mexican descent communities; and explicate the social, economic and historical context of these cultural and creative expressions.	V: 1,4	K, S & R
	By the end of the course, students will be able to write and speak to communicate new insights. Course level instruction objectives: _____	V: 4	S
	Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging.		
CLST 107: Greek Mythology	By the end of the course, students will be able to identify the activities, traits and narratives of the major gods and heroes in Greek mythology.	V: 9	K
	By the end of the course, students will be able to locate the major gods, heroes and myths in various representational media (e.g. in ancient Greek literature, vase painting and sculpture).	V: 1	K
	By the end of the course, students will be able to recognize the major gods, heroes and myths in contemporary media today.	V: 4	K, S & R
CLST 204: Greek Civilization	By the end of the course, students will be able to define key concepts and terms pertaining to the study of ancient Greek culture.	V: 1,2,3	K
	By the end of the course, students will be able to identify key developments in ancient Greek literature, art, politics, society, and thought.	V: 1,2,3,4,5	K
	By the end of the course, students will be able to identify key figures and dates pertaining to the study of ancient Greek culture.	V: 1,2,3	K
CLST 205: Roman Civilization	By the end of the course, students will be able to define key concepts and terms pertaining to the study of ancient Greek culture.	V: 1,2,3	K
	By the end of the course, students will be able to identify key developments in ancient Greek literature, art, politics, society and thought.	V: 1,2,3,4,5	K

	By the end of the course, students will be able to identify key figures and dates pertaining to the study of ancient Greek culture.	V: 1,2,3	K
COMP 222: Fairy and Folk Tales	By the end of the course, students will be able to analyze and critically interpret fairy and folk tales.	V:1	K & S
	By the end of the course, students will be able to compare art forms, modes of thought and expression, and processes with regard to fairy and folk tales across a range of historical periods and/or structures.	V:2	K & R
	By the end of the course, students will be able to recognize and articulate the diversity of human experience in these literary forms across a range of historical periods and/or cultural perspectives.	V:3	K, S & R
	By the end of the course, students will be able to draw on historical and/or cultural perspectives from fairy and folk tales to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	V:4	K, S & R
COMP 224: Lit Questions	By the end of the course, student will be able to identify and define various representations (both literary and non-literary genres and works). <u>Course level instruction objectives:</u>	V: 1,2,5	K
	Include identification of the implicit contract of literary and non-literary genres; ability to identify the salient features of different literary and non-literary works and how these affect the reader or viewer; students should be able to name the text, author or source, identify the period, and identify the text's genre, its generic contract, and how the selected passage fulfills or departs from generic expectations.		
	By the end of the course, student will be able to distinguish the form of a representation and the relation between form and cultural function. <u>Course level instruction objectives:</u> Involve situation of primary texts covered in the course in historical and cultural context; capacity to explain how a work is a product of its historical period and cultural context and how it benefits from past productions and anticipates others.	V: 1,2,3,4	K

	<p>By the end of the course, student will be able to analyze how various representations draw on knowledge from different fields and/or to situate the rhetoric of a representation within a cultural discourse.</p> <p><u>Course level instruction objectives:</u></p> <p>Include articulation of at least two theories of representation and their cultural role or history and use of these to explain the function of particular representations; ability to summarize a “theory” and use it to ask questions about a work or an event in the past or present.</p>	V: 1,2,3,4,5	K, S & R
	<p>By the end of the course, student will be able to contextualize the effect of a representation or a set of representations historically and relate it to contemporary issues.</p> <p><u>Course level instruction objectives:</u></p> <p>Involve description of how ideas related to the representations under study evolve over time and travel across fields; ability to explain how an idea is reworked in different forms or reappears in different contexts; moderate ability to identify continuity of problems related to representation across time as well as differences in cultural approaches to these practices.</p>	V: 2,3,4	K & R
ENG 150: Study of Literature	By the end of the course, students will be able to recognize and analyze basic themes in literature.	V: 1	K & S
	By the end of the course, students will be able to recognize and describe literary conventions in the genres of poetry, fiction and drama.	V: 5	K & S
	By the end of the course, students will be able to write brief essays in response to questions about literature.	I: 2,3; V: 1,5	K & S
	By the end of the course, students will be able to situate key authors and literary works from the earliest literatures of Sumeria to about 1650 and from about 1650 to the present within their historical and cultural contexts.	V: 2,3	K
	By the end of the course, student will be able to compare and contrast works from different cultures and historical periods to those from other cultural traditions and other historical eras examining genre, style, and content or theme.	V: 2,	K & S

ENG 292: World Lit: Ancient World- 16 th Century	By the end of the course, students will be able to analyze and interpret works from different historical and cultural traditions using appropriate critical terms of literary analysis and responding to questions about genre, style, and content or theme.	I: 1; V: 1	K & S
	By the end of the course, students will be able to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.	V: 3,4	K, S & R
	By the end of the course, students will be able to write with increasing proficiency critical essays characterized by original and insightful theses as well as supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation and spelling.	I: 2,3; V: 1,5	K, S & R
ENG 293: World Lit: 17 th Century through Present	By the end of the course, students will be able to situate key authors and literary works from the earliest literatures of Sumeria to about 1650 and from about 1650 to the present within their historical and cultural contexts.	V: 2,3	K
	By the end of the course, students will be able to compare and contrast works from different cultures and historical periods to those from other cultural traditions and other historical eras examining genre, style and content or theme.	V: 2,3	K & S
	By the end of the course, students will be able to analyze and interpret works from different historical and cultural traditions using appropriate critical terms of literary analysis and responding to questions about genre, style and content or theme.	I: 1; V: 1	K & S
	By the end of the course, students will be able to recognize and evaluate how some literary works reflect historical, national, cultural and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today.	V: 3,4	K, S & R
	By the end of the course students will be able to write with increasing proficiency critical essays characterized by original and insightful theses as well as supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation and spelling.	I: 2,3; V: 1,5	K, S & R

GEOG 140: World Regional Geography #	By the end of the course, students will be able to identify major environmental and cultural features of the world's regions on a map.	V: 3	K
	By the end of the course, students will be able to identify and describe cultural and historical links among two or more regions of the world.	V: 2,3	K
	By the end of the course, students will be able to analyze the relationship between past and present patterns of cultural and economic activity in a given world region.	V: 2,3,4	K & S
	By the end of the course, students will be able to identify and explain patterns of cultural, economic, political and environmental change in a given region.	V: 3,4	K
	By the end of the course, students will be able to analyze and critique a culturally significant regional or global map that is important to a past or present cultural conflict.	V: 1,2,4,5	K & S
	By the end of the course, students will be able to explain how globalization processes have impacted diverse characteristics and patterns in at least three of the world's regions.	V: 3,4,5	K, S & R
	By the end of the course, students will be able to predict how continued processes of economic globalization will impact cultural, environmental and political patterns in two or more world regions.	V: 2,4	K, S & R
	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence. <u>Course level instruction objectives:</u> Students will be able to analyze primary sources and secondary sources. Students will be able to understand interpretive differences.	V: 1,2	K & S
	By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for Western Civilization to 1648. <u>Course level instruction objectives:</u> Students will be able to apply relevant historical facts and context.	V: 2; IV: 1,2	K & S

HIST 101: Western Civilization (to 1648)	<p>By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for Western Civilization to 1648.</p> <p><u>Course level instruction objectives:</u> Students will be able to develop interpretation based on different categories of analysis.</p>	V: 3; IV: 1,2	K, S & R
	<p>By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for Western Civilization to 1648.</p> <p><u>Course level instruction objectives:</u> Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence. Students will be able to employ a broad range of sources.</p> <p>Students will be able to demonstrate an ability to communicate effectively.</p>	V: 1,2	K, S & R
	<p>By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.</p>	V: 1,2	S & R
	<p>By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence.</p> <p><u>Course level instruction objectives:</u> Students will be able to analyze primary sources and secondary sources. Students will be able to understand interpretive differences.</p>	V: 1,2	K & S
	<p>By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for Western Civilization since 1648.</p>	V: 2; IV: 1,2	K, S & R

HIST 102: Western Civilization (from 1648) #	<u>Course level instruction objectives:</u> Students will be able to apply relevant historical facts and context.		
	By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for Western Civilization since 1648. <u>Course level instruction objectives:</u> Students will be able to develop interpretation based on different categories of analysis.	V: 3; IV: 1,2	K, S & R
	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for Western Civilization since 1648. <u>Course level instruction objectives:</u> Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence. Students will be able to employ a broad range of sources. Students will be able to demonstrate an ability to communicate effectively.	V: 1,2	K, S & R
	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.	V: 1,2	S & R
	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence. <u>Course level instruction objectives:</u> Students will be able to analyze primary sources and secondary sources. Students will be able to understand interpretive differences.	V: 1,2	K & S

HIST 161: History of the US to 1877	<p>By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for the United State until 1877.</p> <p><u>Course level instruction objectives:</u> Students will be able to apply relevant historical facts and context.</p>	V: 2; IV: 1,2	K, S & R
	<p>By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for the United State until 1877.</p> <p><u>Course level instruction objectives:</u> Students will be able to develop interpretation based on different categories of analysis.</p>	V: 3; IV: 1,2	K, S & R
	<p>By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for the United State until 1877.</p> <p><u>Course level instruction objectives:</u> Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence. Students will be able to employ a broad range of sources. Students will be able to demonstrate an ability to communicate effectively.</p>	V: 1,2	K, S & R
	<p>By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.</p>	V: 1,2	S & R
	<p>By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence.</p> <p><u>Course level instruction objectives:</u></p>	V: 1,2	K & S

HIST 162: History of the US since 1877	<p>Students will be able to analyze primary sources and secondary sources.</p> <p>Students will be able to understand interpretive differences.</p>		
	<p>By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries for the United State since 1877.</p> <p><u>Course level instruction objectives:</u></p> <p>Students will be able to apply relevant historical facts and context.</p>	V: 2; IV: 1,2	K, S & R
	<p>By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space for the United State since 1877.</p> <p><u>Course level instruction objectives:</u></p> <p>Students will be able to develop interpretation based on different categories of analysis.</p>	V: 3; IV: 1,2	K, S & R
	<p>By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past for the United State since 1877.</p> <p><u>Course level instruction objectives:</u></p> <p>Students will be able to frame historical questions.</p> <p>Students will be able to develop an interpretation based on evidence.</p> <p>Students will be able to employ a broad range of sources.</p> <p>Students will be able to demonstrate an ability to communicate effectively.</p>	V: 1,2	K, S & R
	<p>By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.</p>	V: 1,2	S & R

HIST 181: History of Early Latin America #	<p>By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence.</p> <p><u>Course level instruction objectives:</u></p> <p>Students will be able to analyze primary sources and secondary sources.</p> <p>Students will be able to understand interpretive differences.</p>	V: 1,2	K & S
	<p>By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the history of early Latin America.</p> <p><u>Course level instruction objectives:</u></p> <p>Students will be able to apply relevant historical facts and context.</p>	V: 2; IV: 1,2	K, S & R
	<p>By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space.</p> <p><u>Course level instruction objectives:</u></p> <p>Students will be able to develop interpretation based on different categories of analysis.</p>	V: 3; IV: 1,2	K, S & R
	<p>By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past history of early Latin America.</p> <p><u>Course level instruction objectives:</u></p> <p>Students will be able to frame historical questions.</p> <p>Students will be able to develop an interpretation based on evidence.</p> <p>Students will be able to employ a broad range of sources.</p> <p>Students will be able to demonstrate an ability to communicate effectively.</p>	V: 1,2	K, S & R
	<p>By the end of the course, students will be able to demonstrate</p>		

	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.	V: 1,2	S & R
HIST 182: Modern Latin American History #	By the end of the course, students will be able to distinguish between primary and secondary sources; and identify and evaluate evidence. <u>Course level instruction objectives:</u> Students will be able to analyze primary sources and secondary sources. Students will be able to understand interpretive differences.	V: 1,2	K & S
	By the end of the course, students will be able to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the history of modern Latin America. <u>Course level instruction objectives:</u> Students will be able to apply relevant historical facts and context.	V: 2; IV: 1,2	K, S & R
	By the end of the course, students will be able to demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social and cultural structures over time and space history of modern Latin America. <u>Course level instruction objectives:</u> Students will be able to develop interpretation based on different categories of analysis.	V: 3; IV: 1,2	K, S & R
	By the end of the course, students will be able to produce their own historical analysis of documents; and develop the ability to think critically and historically when discussing the past history of modern Latin America. <u>Course level instruction objectives:</u> Students will be able to frame historical questions. Students will be able to develop an interpretation based on evidence. Students will be able to employ a broad range of sources.	V: 1,2	K, S & R

	Students will be able to demonstrate an ability to communicate effectively.		
	By the end of the course, students will be able to demonstrate ethical use of sources; and provide accurate and properly formatted citations in formal papers.	V: 1,2	S & R
IFDM 105: Intro to Film & Digital Media	By the end of the course, students will be able to identify and demonstrate knowledge of fundamental key concepts, principles of animation and the moving image, and visual storytelling skills through digital narrative.	V: 1,4	K & S
	By the end of the course, students will be able to create digital media projects that involve collaboration and interdisciplinary work.	V: 1,3,4	K & S
	By the end of the course, students will be able to present and analyze creative works and develop strong communication skills for articulating and marketing their work.	V: 1,2	K, S & R
MLING 101: Language and Cultures #	By the end of the course, students will be able to classify various linguistic facts pertaining to the phonology, grammatical structure and lexicon of foreign languages.	V: 2,4	K
	By the end of the course, students will be able to contrasting and compare their native language and culture to other languages/cultures.		K & S
	By the end of the course, students will be able to translate abstract ideas and concepts in the area of foreign languages and cultures into practices.		K, S & R
	By the end of the course, students will be able to analyze the nature and the 'working' of multilingual and multicultural families and societies.		K, S & R
	By the end of the course, students will be able to formulate professional goals whose success rests on proficiency in foreign languages and cultural sensitivity.		K, S & R
	By the end of the course, students will be able to assess the role of foreign languages and cultures in today's world.		K, S & R

NATV 150: Intro to Native American Studies #	By the end of the course, students will be able to will identify, characterize, and evaluate concepts, ideas and issues of written, visual, and orally presented works in the areas of leadership, self-determination, community-building and learning communities in Indigenous contexts.	V: 1,4	K, S & R
	By the end of the course, students will be able to examine issues of race, ethnicity, class, culture, gender and language in relation to the concentration areas of the NAS department.	V: 1,4	K
	By the end of the course, students will be able to identify current events that are connected to the course topics.	V: 2,3,5	R
	By the end of the course, students will be able to evaluate interviews in order to make connections between the issues and themes discussed in class.	V: 2,3,5	K, S & R
	By the end of the course, students will be able to examine Native American perspectives and use Native people's experiences to inform their understanding of multiple and complex issues that affect Native people.	V: 6	K, S & R
	By the end of the course, students will be able to articulate their thoughts, questions and perception related to the context of history, politics, law and philosophy.	V: 6	K, S & R
PHIL 101: Intro to Philosophical Problems	By the end of the course, students will be able to explain five problems/issues of the history of Philosophy that have shaped contemporary thought.	V: 1	K
	By the end of the course, students will be able to define the main areas of philosophy: metaphysics, epistemology, ethics, aesthetics, etc.; and follow the development of at least one of these sub-fields in the history of philosophy.	V: 2	K
	By the end of the course, students will be able to analyze a philosophical argument; identify the thesis that the author is trying to establish; and identify the premises and intermediate statements that allegedly entail the conclusion.	V: 3	K & S

	By the end of the course, students will be able to evaluate a philosophical argument in terms of the rigor of its logic and the plausibility of its premises (i.e., in terms of validity and soundness); and develop and effectively present a counterargument, taking into account other perspectives that find expression in contemporary society/the history of philosophy.	V: 4	K, S & R
PHIL 201: Greek Thought	By the end of the course, students will be able to explain five problems/issues of ancient philosophy that continue to have relevance for contemporary philosophy.	V: 1	K & R
	By the end of the course, students will be able to define the main areas of philosophy: metaphysics, epistemology, ethics, aesthetics, etc.; and follow the development of at least one of these sub-fields in ancient philosophy.	V: 2	K
	By the end of the course, students will be able to analyze a philosophical argument from an ancient philosophical text; identify the thesis that the author is trying to establish; and identify the premises and intermediate statements that allegedly entail the conclusion.	V: 3	K & S
	By the end of the course, students will be able to evaluate an argument of an ancient philosopher in terms of the rigor of its logic and the plausibility of its premises (i.e., in terms of validity and soundness); and develop and effectively present a counterargument, taking into account other perspectives that find expression in contemporary society or ancient philosophy.	V: 4	K, S & R
	By the end of the course, students will be able to explain five problems/issues of (early) modern philosophy that have helped shape contemporary philosophy.	V: 1	K & R
	By the end of the course, students will be able to define the main areas of philosophy: metaphysics, epistemology, ethics, aesthetics, etc.; and follow the development of at least one of these sub-fields in early modern philosophy.	V: 2	K

PHIL 202: From Descartes to Kant	By the end of the course, students will be able to analyze a philosophical argument from a modern philosophical text; identify the thesis that the author is trying to establish; and identify the premises and intermediate statements that allegedly entail the conclusion.	V: 3	K & S
	By the end of the course, students will be able to evaluate an argument of an early modern philosopher in terms of the rigor of its logic and the plausibility of its premises (i.e., in terms of validity and soundness). Students will be able to develop and effectively present a counterargument, taking into account other perspectives that find expression in contemporary society or modern philosophy.	V: 4	K, S & R
RELG 107: Living World Religions #	By the end of the course, students will be able to describe the origins and developments of some of the world's major living religions.	V: 1	K & S
	By the end of the course, students will be able to analyze and explain the terminology, theology, rituals and scriptures of different religions.	V: 2	K & S
	By the end of the course, students will be able to identify and describe the uniqueness of different religious traditions orally and in writing as a counter to popular disinformation.	V: 3	K, S & R
	By the end of the course, students will be able to analyze and explain different religions in terms of their relations to culture and practice.	V: 4	K, S & R
RELG 263: Eastern Religions #	By the end of the course, students will be able to describe the origins and developments of Hinduism, Buddhism, Sikhism, Daoism, Confucianism and Shinto.	V: 1	K & S
	By the end of the course, students will be able to analyze and critically interpret some of the primary texts of these religious traditions.	V: 2	K & S
	By the end of the course, students will be able to identify and describe the uniqueness of the wisdom associated with Eastern traditions.	V: 3	K & S
	By the end of the course, students will be able analyze and explain these religions in terms of their relations to culture and practice.	V: 4	K, S & R
	By the end of the course, students will be able to describe the origins and developments of Judaism, Christianity and Islam.	V: 1	K & S

RELG 264: Western Religions #	By the end of the course, students will be able to analyze and critically interpret some of the primary texts of these traditions.	V: 2	K & S
	By the end of the course, students will be able to identify and describe the uniqueness of the wisdom associated with Western Religious traditions.	V: 3	K & S
	By the end of the course, students will be able to analyze and explain these religions in terms of their relations to culture and practice.	V: 4	K, S & R
UNHON: Legacy Seminar (100 – 200 Level)	By the end of the course, students will be able to analyze, critically interpret, and evaluate primary works within the humanities.	V: 1	K & S
	By the end of the course, students will be able to evaluate how some key works in the humanities reflect either a historical period, or national, cultural, ethnic or gender issues.	V: 2,3	K, S & R
	By the end of the course, students will be able to compare how these key works invoke shared human experiences that may relate to readers and the world today.	V: 3,4	K, S & R
	By the end of the course, students will be able to 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.	V: 1	K, S & R
UHON 205: Humanities Society & Culture	By the end of the course, students will be able to analyze, critically interpret and evaluate primary works within the humanities.	V: 1	K & S
	By the end of the course, students will be able to evaluate how some key works in the humanities reflect either a historical period, or national, cultural, ethnic or gender issues.	V: 2,3	K, S & R
	By the end of the course, students will be able to compare how these key works invoke shared human experiences that may relate to readers and the world today.	V: 3,4	K, S & R
	By the end of the course, students will be able to construct persuasive arguments and increase writing proficiency through analytical essays characterized by original and insightful theses as well as supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation and spelling.	V: 1	K, S & R

	By the end of the course, students will be able to experiment with creating a unique or novel idea, question, format or product.	V: 1,5	K, S & R
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