

## HUMANITIES CURRICULUM MAP

### *Degree Learning Outcomes*

**1) Contextualize:** Analyze artifacts and phenomena with attention to their specific historical and cultural contexts

**2) Formulate Complex Arguments:** Formulate complex questions and arguments by drawing on texts, contexts, and critical approaches studied in the classics and/or humanities

**3) Negotiate Differences:** Identify how dominant aesthetic trends, identity formations, and institutions have been sustained and challenged within and across times and places

**4) Integrate Diverse Perspectives:** Draw connections between perspectives deriving from diverse cultures past and present, local and global

**5) Foreign Language Proficiency:** Speak and read in at least one foreign language (for Humanities majors, this DLO is achieved through language study in an outside unit)

### *Key*

Introductory; **D**evelopment; **M**astery

COURSE	COURSE LEARNING OUTCOME	DLO 1: CONTEXT- UALIZE	DLO 2: FORMULATE COMPLEX ARGUMENTS	DLO 3: NEGOTIATE DIFFER- ENCES	DLO 4: INTEGRATE DIVERSE PERSPECTIVES
A. HUM 101	A.0.				
	A.1. Gain a familiarity with key concepts, historical developments, and cultural artifacts that can contribute to an understanding of the discipline of humanities.	<b>I, D</b>		<b>I, D</b>	<b>I, D</b>
	A.2. Develop the ability to critically engage with cultural artifacts in consideration of how they inform and are informed by significant historical events, cultural developments, and ideological debates.	<b>I, D</b>	<b>I</b>	<b>I, D</b>	<b>I, D</b>

	A.3. Develop the ability to engage with peers in critical, respectful dialogue.			<b>I, D</b>	<b>I, D</b>
	A.4. Develop the ability to construct scholarly analyses of cultural artifacts in written format.	<b>I, D</b>	<b>I</b>	<b>I, D</b>	<b>I, D</b>
	A.5. Apply insights gained from the works explored in this course to considerations of what it means to be human in the here and now.	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>
<b>B. HUM 102</b>	B.0.				
	B.1. Gain a familiarity with key concepts, historical developments, and cultural artifacts that can contribute to an understanding of the discipline of humanities.	<b>I, D</b>		<b>I, D</b>	<b>I, D</b>
	B.2. Develop the ability to critically engage with cultural artifacts in consideration of how they inform and are informed by significant historical events, cultural developments, and ideological debates.	<b>I, D</b>	<b>I</b>	<b>I, D</b>	<b>I, D</b>
	B.3. Develop the ability to engage with peers in critical, respectful dialogue.			<b>I, D</b>	<b>I, D</b>
	B.4. Improve media literacy through the analysis of traditional and new media representing different	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>

	ideological and political positions.				
	B.5. Apply insights gained from the works explored in this course to considerations of what it means to be human in the here and now.	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>
<b>C. HUM 130</b>	C.0.				
	C.1. To develop intellectual skills of reading, analyzing and discussing key facts about Jewish history and culture that have had major influences on many aspects of Western culture and history.	<b>I, D</b>	<b>I</b>		<b>I</b>
	C.2. To introduce students to a variety of learning processes —inductive and deductive-- and to assist students in developing facility in using these processes.	<b>I</b>	<b>I</b>		
	C.3. To introduce students to the mediums of literature, music and film and how all are essential in helping to decipher some of the key points in the 5000 years of Jewish heritage.	<b>I, D</b>		<b>I, D</b>	<b>I, D</b>
	C.4. To acquaint students with the beliefs, practices and cultural influences of Judaism and how they coincide or can enlighten the students	<b>I, D</b>	<b>I</b>	<b>I, D</b>	<b>I, D</b>

	about their own beliefs and cultural history.				
<b>D. HUM 140</b>	D.0.				
	D.1. Achieve a basic level of knowledge of each of the primary mythological traditions studied in this course (Greek, Roman, Mesopotamian, Indic, and Irish) in and of themselves and the ability to demonstrate this knowledge in the form of brief, simple online writing assignments, quizzes, and exams.	<b>I, D</b>	<b>I</b>		
	D.2. Arrive at an appreciation of the profound correspondences between the courses mythological traditions and the ability to clearly articulate these correspondences in the form of brief, simple online writing assignments, quizzes, and exams.	<b>I, D</b>	<b>I</b>		<b>I, D</b>
	D.3. Arrive at an appreciation of the profound differences between the courses mythological traditions and the ability to clearly articulate these differences in the form of brief, simple online writing assignments, quizzes, and exams.	<b>I, D</b>	<b>I</b>	<b>I, D</b>	
	D.4. Develop a basic understanding of the	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>

	range of explanations aiming to account for the similarities that recur among the mythological traditions studied in this course and develop the ability to summarize, exemplify, and critically analyze these explanations in your own words using examples drawn directly from course readings.				
<b>E. HUM 201</b>	E.0.				
	E.1. Trace how the body has been used in fiction, film, and performance to represent the experiences of individuals and communities inhabiting various axes of identity.	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>
	E.2. Identify historical and present-day challenges to public health (physiological and psychological) with attention to social, economic, political, media, and environmental factors.	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>
	E.3. Interpret how artistic representations of the body and embodied practices have been used to express resistance to dominant attitudes concerning how the body (and the individual who inhabits it) “should” exist, act, and relate to other bodies.	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>
	E.4. Compare and contrast local and global, historical and contemporary	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>	<b>I, D</b>

	perspectives on the body with attention to the unique contributions of different cultures and the themes that connect members of global society.				
	E.5. Identify how our interactions with technologies of communication, consumption, and play inform how we perceive our own bodies over the course of a lifetime.	<b>I, D</b>	<b>I, D</b>		<b>I, D</b>
	E.6. Apply analytical methods explored in class to outside cultural artifacts, phenomena, and issues.	<b>I, D</b>	<b>I, D</b>		<b>I, D</b>
<b>F. HUM 322</b>	F.0.				
	F.1. Recognize different manifestations of same-sex relations in their historical context	<b>D</b>		<b>D</b>	<b>D</b>
	F.2. Analyze differing attitudes towards same-sex relations to gain a better understanding of cultural differences	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	F.3. Negotiate differences between yourself and others	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
<b>G. HUM 360</b>	G.0.				
	G.1. Identify how popular cultural discourses and practices have contributed to the maintenance of the human/animal binary across societies past and present, local and global.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	G.2. Argue from multiple perspectives concerning the ethical	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>

	issues that arise from the human instrumentalization of nonhuman animals.				
	G.3. Compare and contrast the treatment of nonhuman animals in fiction and the visual arts with attention to their specific historical and cultural contexts.	<b>D, M</b>	<b>D, M</b>		<b>D, M</b>
	G.4. Identify intersections between animal studies and humanities disciplines that focus on marginalized human populations.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	G.5. Theorize what it would mean to revise the scope of "the humanities" to include nonhuman animals in the consideration of culture.		<b>D, M</b>		
<b>H. HUM 370</b>	H.0.				
	H.1. Recognize the social constructions of gender, sex, race, class, ethnicity, religion, culture, and geography and engage with these lenses in assignments and discussions. Students will be able to discern inequalities created because of these constraints and identify the ramifications of "othering" to groups and individuals.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	H.2. Identify trends, styles, movements, and sounds of mediated and live performances. Students will be able to	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>

	conduct lyrical, textual, and basic-level musicology analysis to engage with counterculture creators in 19th and 20th-century America.				
	H.3. Communicate effectively and professionally as scholars in groups and individually as discussion leaders and/or participants in class.		<b>D, M</b>		
	H.4. Demonstrate advanced sentence structure, verbiage, grammar, and “voice” for the appropriate venue—whether that be for writing blog posts and comments, virtual communication, or in formal essays.		<b>D, M</b>		
<b>I. HUM 380</b>	<b>I.0</b>				
	I.1. Gain a familiarity with Japanese culture through the interdisciplinary study of significant cultural artifacts, historical events, economic trends, political developments, and social practices.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	I.2. Explore a variety of disciplinary frameworks commonly deployed in humanistic inquiry.		<b>D, M</b>		<b>D, M</b>
	I.3. Employ diverse analytical models to examine the intersection of Japanese cultural artifacts, historical and cultural developments,	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>



	and social discourses and debates.				
	I.4. Engage in discussion and debate with peers in face-to-face and online group discussions.		<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	I.5. Construct well-researched, original written analyses of literary and visual culture.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
<b>J.HUM 390W</b>	J.0.				
	J.1. To critically discuss questions related to the development of the humanities in western Culture.	<b>D, M</b>	<b>D</b>	<b>D, M</b>	<b>D, M</b>
	J.2. To conduct critical analysis of texts as they relate to common ideas and themes in the Humanities.	<b>D, M</b>	<b>D, M</b>		
	J.3. To make claims persuasively using textual evidence.	<b>M</b>	<b>M</b>		
	J.4. To conduct research that evaluates the relative merits of different perspectives	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
<b>K. HUM 405</b>	K.0.				
	K.1. To arrive at a clearer understanding of faith and hope as they operate within a religious system of values.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	K.2. To apply critical insights gained from these texts to an understanding of the place of faith and	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>

	hope with respect to reason, outside of, or in contrast with a religious system of values.				
	K.3. To develop critical thinking skills by close reading and analysis of a variety of texts in a variety of disciplines.	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
	K.4. To develop the ability through in-class exams and other writing exercises to synthesize and discuss in a written form insights gained from reading, film, lecture and discussion.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
<b>L. HUM 406</b>	L.0.				
	L.1. Have broad familiarity with key writers and thinkers and concepts from the 15th through the 17th centuries	<b>D, M</b>			<b>D, M</b>
	L.2. Be able to explain terms like the Renaissance and the Reformation	<b>D, M</b>			
	L.3. Be able to discuss the role of self in making choices about religious ideas	<b>D, M</b>	<b>D, M</b>		<b>D, M</b>
	L.4. Be able to discuss in detail some of the advances made by women in this era			<b>D, M</b>	<b>D, M</b>
	L.5. Be able to write and converse about these topics in a variety of settings	<b>M</b>	<b>M</b>		
<b>M. HUM 407</b>	M.0.				
	M.1. Have broad familiarity with key	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>

	writers and thinkers and concepts from the late 17th through the early 19th centuries.				
	M.2. Be able to explain terms like Enlightenment and Romanticism.	<b>D, M</b>			
	M.3. Be able to discuss the role of rationalism in reshaping religious ideas in the period.	<b>D, M</b>	<b>D, M</b>		
	M.4. Be able to discuss how the Enlightenment reshapes political thinking in the period.	<b>D, M</b>	<b>D, M</b>		
<b>N. HUM 408</b>	N.0.				
	N.1. Critically engage with cultural artifacts in consideration of how they inform and are informed by significant historical events, cultural developments, and ideological debates.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	N.2. Explore various approaches to the analysis of literary and visual culture in terms of thematic features, stylistic elements, aesthetics, and cultural context.	<b>D, M</b>	<b>D, M</b>		<b>D, M</b>
	N.3. Construct well-contextualized analyses of cultural artifacts in group and online discussions, and in formal writing assignments.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	N.4. Compare and contrast how different cultures have experienced the transition to “modernity”	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>

	across global geographical locales.				
	N.5. Evaluate the limits of “modern” ideals (reason, freedom, etc.) in different global societies.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
<b>O. HUM 409</b>	O.0.				
	O.1. Critically engage with cultural artifacts in consideration of how they inform and are informed by significant historical events, cultural developments, and ideological debates.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	O.2. Explore various approaches to the analysis of literary, visual, and musical culture in terms of thematic features, stylistic elements, and aesthetic impulses.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	O.3. Construct written analyses of texts and cultural phenomena studied in the course and outside examples of the student’s choosing.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	O.4. Compare and contrast cultural artifacts deriving from different time periods and global geographical locales.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	O.5. Consider texts that explore “the future” in terms of how they reflect on our past and present.	<b>D, M</b>	<b>D, M</b>		<b>D, M</b>
<b>P. HUM 410</b>	P.0.				

	P.1. Critically engage with pop cultural artifacts in consideration of how they inform and are informed by significant historical events, cultural developments, and ideological debates.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	P.2. Explore and utilize various theoretical approaches to the analysis of popular literature and visual culture in terms of thematic features, stylistic elements, aesthetics, and cultural context.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	P.3. Construct well-contextualized, theoretically informed, original analyses of cultural artifacts in group discussions (online and face-to-face) and formal writing assignments.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	P.4. Articulate the value of “popular” cultural artifacts and phenomena for broadening our understanding of human culture.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
<b>Q. HUM 411</b>	Q.0.				
	Q.1. Distinguish the social functions and implications of classifying something—or someone—“evil.”	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	Q.2. Contextualize topics and traditions	<b>D, M</b>			

	within their particular historical setting.				
	Q.3. Detect connections between specific instances of evil, and broader issues in the study of religion.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	Q.4. Critically analyze and communicate orally and in writing key concepts and global interconnections regarding notions of evil among a variety of peoples, religions and cultures.	<b>D, M</b>	<b>D, M</b>		
	Q.5. Apply the knowledge and skills gained through the study of notions of evil across cultures and different genres of writing in order to better understand the application of the concept in modern culture.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
<b>R. HUM 412</b>	R.0				
	R.1. Interpret cultural artifacts in consideration of how they are informed by significant developments in the sciences.	<b>D, M</b>	<b>D, M</b>		<b>D, M</b>
	R.2. Explore and appreciate how scientific discourses have contributed to the construction of	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>

	individual, cultural, and national identity (self and other) through the modern period.				
	R.3. Assess the utility of a variety of disciplinary frameworks (from fields such as literary criticism, film studies, postcolonial theory, and philosophy) commonly deployed in humanistic inquiry through close reading and discussion of secondary works related to the primary artifacts of study.	<b>D, M</b>		<b>D, M</b>	<b>D, M</b>
	R.4. Apply diverse theoretical models in the analysis of literature, film, visual arts, and other cultural artifacts.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	R.5. Produce well-researched, original analytical papers that apply the historical and cultural information and theoretical insights studied in the course, along with independent research, to the analysis of cultural artifacts of the student's choosing.	<b>M</b>	<b>M</b>		
<b>S. HUM 413</b>	S.0.				
	S.1. Identify the contributions of significant theoreticians to their respective disciplines and to the theoretical tradition as a whole	<b>D</b>		<b>D</b>	<b>D</b>
	S.2. Apply theoretical concepts in the oral and written analysis of written, visual, and	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>

	performed texts with attention to their historical and cultural contexts				
	S.3. Describe how foundational theoretical concepts have been adopted, adapted, and challenged by thinkers inhabiting different historical moments, geographical locales, and intellectual circles	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	S.4. Assess the appropriateness of various theoretical frameworks for analyzing cultural artifacts and phenomena originating across different times and places	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	S.5. Apply theoretical frameworks studied in class in consideration of potential solutions to "real-world" issues both personal and global	<b>D, M</b>	<b>D, M</b>		
<b>T. HUM 490</b>	T.0.				
	T.1. Gain a familiarity with various theoretical approaches commonly deployed in humanistic inquiry.	<b>D, M</b>			<b>D, M</b>
	T.2. Apply theoretical models to cultural artifacts in consideration of how they inform and are informed by significant historical events, cultural developments, and ideological debates.	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>	<b>D, M</b>
	T.3. Demonstrate a high level of ability to engage in oral critical dialogue and communicate		<b>M</b>		



	complex concepts in coherent ways.				
	T.4. Demonstrate advanced academic writing skills through close analysis texts and contexts.	<b>M</b>	<b>M</b>		
	T.5. Apply insights gained from the works explored in this course to considerations of what it means to be human in the here and now.	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>