

## NM HED Area V: Humanities and Fine Arts Competencies UNM Core Areas 5, 6, & 7: Humanities, Foreign Language, & Fine Arts

| Core Competency<br><i>Students will:</i>  | Rationale<br><i>Students should:</i>  | Assessment Suggestions   |   |
|---|---|--|---|
| 1. Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).   | <ul style="list-style-type: none"> <li>• Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</li> </ul> <p>NOTE: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and/or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses that are primarily skills-oriented.</p> | <ul style="list-style-type: none"> <li>• Pre/post tests</li> <li>• Journals</li> <li>• Portfolios</li> <li>• Public Debates</li> <li>• Essays</li> <li>• Visual / Audio Identification</li> <li>• Videos</li> <li>• Recitals</li> <li>• Performances</li> <li>• Documentation of service learning</li> <li>• Presentations: Visual, Oral, Performance, time-based</li> <li>• Final Exams</li> <li>• Log of On-line Discussions</li> <li>• Graphic Productions (charts, diagrams, timelines, etc.)</li> <li>• Peer review/self review.</li> </ul> |   |
| 2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). |   |  |   |
| 3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.  |   |  |   |
| 4. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.                                 |   |  |   |
| 5. <i>UNM addition:</i><br>Identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the humanities.                                   |   |  |   |
| 6. <i>UNM addition:</i><br>In a language other than English, express and understand simple concepts and basic information relating to daily activities and culture.   |   |  | <ul style="list-style-type: none"> <li>• Acquire adequate familiarity with a non- English language to communicate at a basic level, with sensitivity to social and cultural norms.</li> </ul>   |
| 7. <i>UNM addition:</i><br>Demonstrate knowledge of basic cultural expressions, values, and practices.  |   |  | <ul style="list-style-type: none"> <li>• In addition to language skills, students should become familiar with the social and cultural context of the communities where the language is practiced today.</li> </ul>  |
| 8. <i>UNM addition:</i><br>Evaluate the social implications of differences within and between language communities.   |   |  | <ul style="list-style-type: none"> <li>• Recognize and respect linguistic diversity in the target cultures.</li> </ul>  |
| 9. <i>UNM addition:</i><br>Demonstrate knowledge of basic historical facts from the target culture.   |   |  | <ul style="list-style-type: none"> <li>• Understand the broad historical background of the target language itself (its origins and its distribution) and of the cultures in which the language is spoken, in order to inform the student's understanding of the language's current cultural context.</li> </ul> |