

PROGRAM REVIEW 2005: HUMANITIES

I. Where are we now?

A. Purpose and Goals. Relation to the Institution.

Humanities has been and continues to be an integral, if not foundational, part of a liberal arts education. Interdisciplinary in nature, the discipline offers courses that draw on multiple disciplines across the liberal arts: history, literature, philosophy, art history, religious studies, anthropology and archaeology. As such, the discipline offers courses that meet the General Education requirements for the A.A. and A.S. degrees at RCCD in the area of Humanities. Its courses also satisfy the lower division general education requirement at the California State Universities in the area of Arts, Literature, Philosophy and Foreign Languages; and the IGETC transfer curriculum in the area of Arts and Humanities. These degree programs fulfill an integral aspect of the mission of Riverside Community College as a transfer institution; thus, the Humanities discipline clearly aligns itself with the RCCD Mission Statement in its present form.

The core offerings in humanities parallel the standard core offerings at CSU (offering only elective liberal arts and IGETC credit at the UC system, where Humanities as a discipline does not exist), and so parallel the first two years of university offerings in humanities. As such, they are transferable to meet a variety of CSU requirements. That the humanities discipline is well situated to meet the needs of those seeking a terminal A.A. degree as well as transfer students is clear. But we have also identified a broader, substantive goal, which aligns with the present mission of RCCD as stated below:

In the tradition of general education, the liberal arts and sciences and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance.

The humanities curriculum teaches cultural awareness and diversity of thought, religion, and artistic expression in both American life (*American Voices* and *Religion in America* courses) and from a global perspective (world religions, arts and ideas, mythology courses). The humanities classes study cultural diversity across space and time. In addition to its focus on diversity in cultures and ideas, humanities as a discipline is committed to critical reading, writing and thinking in order to foster those skills necessary for the informed and independent thought of citizens living in a democracy.

B. History

Humanities has long been a part of the curriculum at RCCD, though it has grown tremendously both in faculty representation and curricular offerings since the time of the last program review in 1994-95. In that academic year, analysis of needs and curricular offerings in the humanities formed a relatively minor part of Program Review, Assessment and Planning for the Department of History, Philosophy, Humanities and Ethnic Studies at the City Campus. There were no full-time professors whose teaching assignment was exclusively in humanities until 1998. Before that time, humanities courses were taught by both part-time and full-time faculty; those full-time faculty teaching a partial load in humanities held joint appointments, most commonly in history, but also in philosophy, English, and

music. At the Moreno Valley and Norco campuses before 2000, most courses were taught by part-time faculty members. As a result, recommendations made by department/ division faculty regarding space, facilities, budget and other needs in the discipline were taken to the administrative level only as part of the larger Departmental Program Review.

In 1998, the first full time faculty appointment joined the faculty, initially with a schedule split between the Riverside and Norco campuses. In 2000, a full-time one-year temporary position was created at Moreno Valley and a tenure-track position was filled the following year. Also, in 2000, a full time faculty member academically qualified in both English and Humanities moved to the Norco campus, taking over responsibility for growth of the discipline at that campus. In February 2005 she requested and was assigned a full-time primary assignment in Humanities at Norco.

Thus, in the period since the last program review, full time faculty representation in the discipline has grown substantially, and each campus now has one full-time faculty member. As mentioned previously, from the 1970s through 1990s, most courses were taught by full-time tenured faculty in related disciplines--history, philosophy, English, music--who had interest in and meet minimum qualifications to teach humanities. (NOTE: Full-time faculty members in history, English, and philosophy still teach sections of humanities courses.) The part-time faculty pool in humanities has remained relatively stable, though in the early 1990s, as the number of section offerings in the humanities grew, staffing was frequently problematic. As with the full-time instructors, the part-time faculty were usually qualified in ancillary disciplines, primarily philosophy and religious studies. Several part-timers have been with the District for many years, and many new adjuncts have come on board since 2001. Now that humanities has finally been established as a separate discipline and can focus attention as a discipline to in-servicing and mentoring all faculty teaching humanities courses, it is important that the adjuncts be included in the Program Review process in future.

Humanities courses have been offered at RCCD since 1957, when Humanities 1A (*Honors Colloquium*) was introduced. Humanities 1B was added in 1960, Humanities 10 (*World Religions*) in 1964, and for many years these were only courses offered. Humanities 5, a single-semester survey course in arts-based Western civilization from the Greco-Roman through Modern periods, was added in 1987. Humanities 1A-1B were early precursors to an honors program at the college. This sequence was regularly team taught to a select number of students in the college honor society, Alpha Gamma Sigma. In 1992, the single Arts and Ideas course, Humanities 5, was split into a two-semester sequence (Humanities 6 and 7, later renumbered 4 and 5), and course content was split into Humanities 4: Ancient through Early Renaissance; and Humanities 5: Renaissance through Modern Period. The curriculum grew substantially after 1999 (see Programs and Curriculum below, [page 5](#)).

In Moreno Valley, from 1992-2000, only 12-13 sections per year of humanities were being taught, specifically Humanities 10 only (*World Religions*), while Humanities 4 and 5 had not been offered for several years. Just three years after a full-time faculty member was hired in Fall 2001, the number of courses offered per year jumped to 24 (as of spring 2005), double the previous number. This increase was due not only to the full-time instructor hire but also to the addition of online Humanities courses and the addition back into the Moreno Valley schedule of Humanities 4 and 5. Thus, since 2001, the number and type of course offerings have increased greatly.

Significant growth of the discipline has occurred since 2001, when humanities courses were added to the online classes available at RCCD through Open Campus, with several sections of Humanities 4, 5, and 10 offered each semester, and Humanities 11 and 16 at least once a year. These online courses have not significantly impacted face-to-face enrollment since they appear to serve a different segment of the college community: students who 1) work full-time, 2) lack adequate transportation to campus, 3) cannot match their work and life schedules to the class times in the face-to-face schedule, and/or 4) live outside or on the fringes of the District. One faculty member has offered Humanities 10 in telecourse format, and is currently offering the course on Friday evenings; enrollment in this telecourse has consistently been high relative to other telecourses, which have seen generally declining enrollment.

Faculty members have also been active in the District in a variety of ways over the past five years:

- Humanities faculty have frequently taught humanities courses in the Oxford, Paris, and Prague Programs of the District's Study Abroad offerings.
- A faculty member from the discipline was selected as the Distinguished Faculty Lecturer for 2004.
- One discipline faculty member spearheaded the development of a full-fledged Honors Program at all three campuses which, it is hoped, will eventually lead to RCCD's full participation as an institutional member of the statewide TAP (Transfer Alliance Program) with the University of California and other receiving institutions. He also wrote the initial Honors Education Program Proposal, which was approved by the Academic Senate in 2004 and implemented in fall 2005.
- All three members of the discipline have been active members of the District Curriculum Committee.
- One discipline member is district liaison for Humanities to Riverside School of the Arts.
- Two discipline members have developed initiatives to offer learning communities between English 1A and Humanities 10, and/or between English 1A and Philosophy 10.

In addition to these district activities, discipline members have participated in a variety of other activities relevant to the community and the profession, including:

- One member of the discipline has been active in the Academic Senate at the state level.
- One member of the discipline serves as state lead discipline coordinator for IMPAC, a statewide organization involved in intersegmental transfer of courses from community colleges to four-year colleges/ universities..
- Membership in professional associations such as the Community Colleges Humanities Association (3) and memberships in related disciplines such as the American Philosophical Association (1), the California Conference on Composition & Communication (1), and the National Council of Teachers of English (1).

Response to Recommendations Made at Last Program Review. Since this is the first self-study written by Humanities as a distinct discipline and also since this is part of the first group of self studies written since the creation of new department configurations at the Moreno Valley and Norco Campuses, the humanities discipline can only address this issue by 1) taking into consideration the different composition of the interdisciplinary departments at Norco and Moreno Valley; and 2) noting some general issues and concerns that have come up since the most recent review which was done in

1998 by the interdisciplinary department at the Riverside Campus (History, Philosophy, Humanities & Ethnic Studies).

- The interdisciplinary departments at all three campuses are very large and diverse, and humanities faculty representation is small (one faculty member in each department on each campus). However, this is also true for other disciplines in each department. The chairs and assistant chairs of each department do their best to accommodate requests for staffing and timing of classes and number of sections in humanities, but the final decisions are not always the optimal ones for the discipline. One critical issue we have discussed is the need for active involvement in planning and scheduling and deference to the advice of the full-time discipline member on each campus. This self-study has also given us the opportunity to discuss as a discipline the coordination of course offerings at all three campuses and online.
- Four recommendations made in the previous Riverside Campus program review are outlined below with commentary on how the discipline of humanities has responded to each of them.
 1. **Expand the type of courses offered each semester.** With the introduction since 1998 of six new courses in the discipline (Humanities 8, 9, 11, 16, 18, and 23 – see breakdown of topics in section C below), Humanities has fulfilled this recommendation more than satisfactorily. Moreover, these courses have not merely been added to the catalogue but are being offered regularly, at least once a year.
 2. **Explore adding reading score advisories to some courses.** Discussion with discipline members led to the conclusion that it would be useful to add English 1A (qualification for which is determined by combining the reading and writing test scores on the Accuplacer) as an advisory to the humanities courses since there have been so many students who come into our college-level transfer classes under-prepared for the reading and writing requirements of the course. While it is true that many under-prepared students succeed by earning a C (or sometimes better) in the humanities courses, they are probably not benefiting from the course content as much as those students who are better prepared. For the new honors courses, concurrent enrollment in, or completion of, English 1A is a prerequisite for admission to the course(s) as part of acceptance into the Honors Program. We have also noticed that 1A readiness or completion is a prime factor in student success in the online courses, since reading and writing comprise 98% of communication with the instructor and student peers. In short, the humanities faculty feel that the addition of the 1A advisory is an essential component in directing students more accurately and successfully into courses at the transfer level.
 3. **Foster ethnic studies offerings.** Faculty in the humanities have addressed this recommendation by developing Humanities 9, *American Identities Through the Arts*. Moreover, we have completed a study of the types and frequency of humanities courses offered at community colleges throughout California. Armed with this data, we are prepared to begin a discussion of the feasibility of developing other courses that incorporate ethnic issues within the broader area of humanities studies.
 4. **Enhance available technology.** The recommendations of the previous program review for the Riverside campus were specific to that campus and have become outdated. Currently, each discipline member has a computer/printer combination in his/her office for instructional support purposes. Smart classrooms at the Norco and

Moreno Valley campuses are equipped with the most recent technology affordable; completion of the new Digital Library on Riverside Campus in 2003, as well as the online LAMP and other internet databases available at all three campuses; and the planned remodel of the Quad on the Riverside Campus (2005-2007) are all illustrative of the ongoing efforts at RCCD to enhance available technology for classroom use.

C. Programs and Curriculum

The curriculum in Humanities currently comprises 14 courses (two have been approved for deletion; honors courses are considered the same course) as listed in the course catalog. (All course outlines are listed in Appendix A at the end of this document and in electronic format on a CD). All humanities courses articulate with California State University and the University of California.

The following courses are taught every 16-week semester. An asterisk indicates that the course is offered online as well as face to face.

- *HUM 4 – *Arts and Ideas: Ancient World Through the Late Medieval Period*
- *HUM 5 – *Arts and Ideas: The Renaissance Through the Modern Era*
- *HUM 10 – *World Religions*
- *HUM 16 – *Arts and Ideas: American Culture*

- HUM 1A/1B – *Honors Colloquium I/II* was deleted in March 2005.
- HUM 18 – *Death: An Interdisciplinary Perspective* is taught once annually.

Growth in Curriculum since 1998. Besides the standard offerings of Humanities 4, 5, and 10, the curriculum has grown substantially since 1998 both in breadth and accessibility, with the following courses added to the curriculum since that time (again, an asterisk indicates its availability as an online course):

- Humanities 3 – *Creativity and the Imagination* (added Fall 2005)
- Humanities 9 - *American Identities through the Arts*
- *Humanities 11- *Religion in America*
- *Humanities 16 - *Arts & Ideas: American Culture*
- Humanities 18 – *Death: An Interdisciplinary Perspective*
- Humanities 20ABC: *Special Studies in Humanities*
- Humanities 8: *Introduction to Mythology* (cross listed with English)
- Humanities 23: *The Bible as Literature* (cross listed with English)
- Humanities 35 – *Philosophy of Religion* (cross listed with Philosophy)
- Humanities 36 – *Introduction to Film Studies* (cross listed with English - added Fall 2005)

The above courses have not only been added to the curriculum since 1998, but they have all been taught (with the exception of the two recently approved courses, Hum 3 and 36), at least at the Riverside City campus. Humanities 18 has been especially successful, while Humanities 5 and the Humanities 20ABC series have been popular with students in the Semester Abroad Programs in Oxford, Florence, Paris, and Prague. In addition to the new humanities courses, cross listing the already existing course, English 23, *The Bible as Literature*, has substantially increased enrollment in that class—indeed, 75% of students who enroll in this cross-listed course elect to take it as Humanities 23 rather than as English 23. Humanities/English 8 has only been offered once to date, but a similarly increased enrollment is expected as a result of the cross listing. The discipline is also exploring the cross listing of History 21/22, *History of Ancient Greece/Rome*, and the Board has just approved two new courses, Humanities 3, *Creativity and the Imagination*; and the cross-listed course English/Humanities 36, *Introduction to Film Studies*.

Courses to Meet Student Needs. In addition to broadening the range and method of delivery of courses through online and telecourse formats, several of the newer courses extend the humanities curriculum in a way that allows students broader choice in meeting transfer general education objectives. Humanities 9: *American Identities through the Arts*, was designed to meet the needs of students needing or desiring a course in Ethnic Studies, while Humanities 16, *Arts & Ideas: American Culture*, was approved in late 2004 as meeting the CSU American History degree requirement. Humanities 36, *Introduction to Film Studies*, provides the core course for students interested in a major in film and telecommunications; and Humanities 3, *Creativity and the Imagination*, was designed as a core course for students majoring in the fine and performing arts or earning new certificates through Riverside School for the Arts.

Honors Courses. The following courses have been developed and approved by Curriculum Committee in response to the discipline's involvement in the new Honors Program at the College:

- HUM 4H: *Honors Arts and Ideas: Ancient World Through the Late Medieval Period*
- HUM 5H: *Honors Arts and Ideas: The Renaissance Through the Modern Era*
- HUM 10H: *Honors World Religions*

One section each of Humanities 4H and 5H were taught during the Fall 2005 semester, the inaugural semester of the Honors Program; Humanities 5H and 10H are being offered in spring 2006.

Discipline faculty have discussed extensively the curricular offerings in the humanities over the past two years. As a result of this discussion, there has been minor to substantial revision of all our course outlines; specifically, course descriptions, titles, learning outcomes, and content have all been re-examined and rewritten to more accurately reflect the actual course content and to better inform students what each course is about. The most important changes are listed below in order to establish a history for future program reviews:

- The catalog and course outline titles of Humanities 4 and 5 were changed in order to reflect more accurately the chronological scope of each course. Humanities 4H and 5H were changed accordingly.
- Humanities 4, 5, 10 and 35 have been fully updated as part of the Program Review process

- The title of Humanities 9, *American Identities Through the Arts*, was changed to *American Voices*.
- **Writing requirement:** Humanities 3, 4, 5, 9, and 10 course outlines now have a minimum word count of 3000 words (12 written pages) included as part of the student learning objectives and methods of evaluation. The honors versions of Humanities 4, 5, and 10 require formal written assignments totaling 5000 words, or 20 pages.
- An English 1A advisory has been added to all courses numbered 3 through 36.
- Humanities 8, 23, and 36, which are cross listed with English, follow the advisories set by the English discipline since Humanities 8 was co-developed with that discipline, English 23 existed before it was cross-listed as Hum 23, and English/Humanities 36 was written under the direction of the English discipline.
- Humanities 1A and 1B were deleted from the course offerings in March 2005, having been upgraded and replaced by the new Honors Humanities 4H and 5H courses, which require substantially greater use of primary texts and more extensive writing assignments.
- Revisions to Humanities 35 (*Philosophy of Religion*, cross listed as Philosophy 35), which is currently taught at once a year at Norco by part-time faculty, were made in 2002 as part of the Philosophy discipline's program review. At that time, faculty teaching the course were consulted regarding changes to course content.
- Humanities 4, 5, 10, 11, and 16 are now available as online courses; Humanities 10 is also offered as a telecourse.
- Humanities 9 (*American Voices*), a humanities/Ethnic Studies course, was team taught with a member of the History discipline; Humanities 10 has been offered as part of a learning community with English 1A.
- Humanities 11 is now specifically designed as an online field course to be offered over a full 16-week semester.

Quality and Variety in the Humanities Curriculum. All the courses we offer serve a vital role for students as general education elective transfer courses in the humanities for degree-seeking students; they also serve as core course requirements for students intending to be humanities or liberal arts majors. Although we do not offer all the courses every semester, there has been enough variety to allow students some choice of humanities courses, particularly at the Riverside campus. Despite this, there is a need for more variety in course offerings at the Norco and Moreno Valley campuses. There is also room for new course development, both to allow students a wider variety of choices in meeting general education and transfer requirements, and to serve the interests of the community (see Topics I. F-G, pp.15-18). Such new course development would enrich the overall humanities curriculum; would match more closely the types of courses commonly offered at other community colleges in California;

and would equal or exceed the humanities offerings at those community colleges offering the highest quality and variety of course offerings in the humanities.

It is clear that the discipline of humanities has substantially improved the quality and variety of its course offerings over the past 7 years. The addition of English 1A advisories to all courses, and of writing requirements (under SLOs) to our most popular courses (Humanities 4, 5, and 10) reflects our commitment to the college, the students, and the community to offer courses of substantial content and quality. We will continue to adjust learning objectives, course content, and methods of evaluation in our courses to meet current standards in our discipline.

It is also evident that there have been substantial changes to instructional modes of delivery within the humanities curriculum over the past few years. Specifically, the offering of Humanities 4, 5, 10, 11, and 16 as online courses and of Humanities 10 as a telecourse have enabled discipline faculty to provide transfer classes to non-traditional students in our community whose work schedules, transportation needs, or home environments do not permit taking courses on campus in a traditional format.

Summary of Data from Institutional Research

The following chart summarizes growth in faculty, courses, and students enrolled in humanities in the five-year period from Fall 2000 to Fall 2004.

Research Parameters	2000	2004	% change '00-'04
Number of <u>different</u> courses offered in the discipline	7	13	+ 87%
Number of sections of humanities offered, Fall sem.	19	30	+58% †
No. of sections, Riverside, fall sem.	11	15	+36%
No. of sections, Moreno Valley, fall sem.	4	8	+100%
No. of sections, Norco, fall semester	4	7	+75%
Number of adjunct faculty teaching humanities classes	6	8	+33%
No. students enrolled in humanities classes, Fall sem.	681	1031	+59% †
No. students enrolled, Riverside	355	559	+57%
No. students enrolled, Moreno Valley	122	230	+90%
No. students enrolled, Norco	204	242	+17%

† Number of sections has increased proportionately with numbered of students enrolling in classes.

The above data indicate that student enrollment in humanities courses has increased substantially over the past five years and that the number of sections offered has increased to meet this demand. A significant fact is that the ratio of part-time to full-time faculty teaching humanities sections has dropped in spite of the increases in sections and enrollment, due to the hiring of two new full-time humanities professors in 1998 and 2000 (see History, page two).

Humanities Program Review Data Summary. Recent data obtained from Institutional Research for purposes of this Program Review include analysis of student characteristics in the following areas for students taking one or more humanities classes in the Fall Semester from 2000 to 2004 (five-year comparative data):

- Total average enrollment in humanities courses, fall semesters 2000-2004 and average enrollment per campus, course, and section
- Enrollment breakdowns for ethnicity, gender, age, educational goal, and status upon entry to RCC – by district and campus
- % retention and successful course completion by ethnicity, gender, age, educational goal, and status upon entry
- % retention and successful course completion for individual courses, by campus

The most important information gleaned from this data for discipline/program planning purposes includes the following:

- Average **enrollment in humanities courses has increased 59% overall** from 2000 to 2004.
- Nearly **twice as many women** are enrolled in humanities courses as men. Four percent more women than men successfully complete humanities courses.
- About 40% of all enrolled humanities students plan to obtain a bachelor's degree; fully 20% have no stated educational goal; and 19% declined to state a goal at all.
- Three-fifths (59%) of all enrolled humanities students are continuing students; another 15% are returning students.
- The **overall successful completion** rate in humanities courses averages **61%**.
- Successful completion rates by ethnicity indicate that white students have a 13% higher completion rate than African-American students; 8% higher than Hispanics; and 9% higher than Asians.
- Successful completion of humanities courses increases proportionally by age group, with students aged 35-54 showing a completion rate 12% higher than students aged 0-24.
- Success rates are also higher across all three campuses among continuing and transfer students attending RCC for the first time. Concurrent high school students have the highest success rate, but this number seems to be skewed in proportion to the larger number of high school students enrolled in the Middle College High School Program at Moreno Valley campus.
- Evidence indicates successful completion rates are consistently higher for students whose stated educational goal upon enrollment at RCC was obtaining a B.A, with or without an AA degree, than for all other stated goals, with the notable exception of students taking humanities courses to maintain a professional certificate or license. The latter group's completion rate is 9-10% higher than even the B.A. transfer group.

- Only 56% of students whose stated educational goal was to finish a high school diploma or pass the GED successfully completed the course; this number shows a direct correlation with the lower success rate of younger students.
- Substantially lower numbers of students successfully complete Humanities 23 (Bible as Literature) than any other humanities course (based on two iterations). (It is possible that this statistic is skewed because it is a cross-listed course with English.)
- Substantially higher numbers of students successfully complete Humanities 20C, the Field Studies course for the Education Abroad program.

Expected Learning Outcomes of Humanities Programs/Courses

The discipline of humanities consists of a series of multidisciplinary courses that integrate topics in the arts, history, philosophy, religious studies, literature, and music. Humanities courses attempt to provide a broad perspective on human behavior, thought, and values, and focus on American, East and Southeast Asian, and European cultures and religious traditions. The integrated nature of the courses encourages thinking across traditional disciplines and requires students to examine the broader implications of cultural, historical, and social movements.

In revising our course outlines, we have re-evaluated and re-defined our student learning outcomes; an examination of individual outlines will show what we expect for each course. However, certain learning outcomes can be generalized for the discipline as a whole. While there are specific elements of content which vary from course to course, the **major learning outcomes or expected competencies** which are consistent for all humanities courses are the following:

Upon successful completion of a humanities course, a student should be able to:

1. Recognize and define key terms in the humanities relevant to the particular chronological, thematic, or topic areas covered by the course
2. Analyze college level texts and write essays that employ, at an advanced level, the standard methods of academic discourse and utilize standard research methods and conventions
3. Examine critically specific religious, cultural, historical and/or social movements and understand their broader implications within a society or period of time
4. Communicate clearly and express ideas thoughtfully both orally and in writing using the tools of critical thinking: logical reasoning, analysis, criticism, synthesis, and evaluation
5. Apply concepts learned in each course to the appreciation of a variety of religious and cultural viewpoints and/or to the dynamic integration of arts and ideas.

As part of this program review, members of the discipline have been working on clearly defining competencies and learning outcomes for our courses, as well as discussing new means of assessing student learning. One result of this self-study has been the inclusion of an English 1A writing advisory for most humanities courses, along with a writing requirement of a minimum number of pages. In addition, we have become aware of the need to articulate other measures of assessing student success in our courses. Accordingly, humanities faculty have been working on defining competencies more clearly in the course outlines and tightening up language on student learning outcomes.

The humanities faculty firmly believe that the positive effects resulting from a study of any given course in the humanities are both immediate and long-term. In the short run, students certainly take

the interdisciplinary knowledge and critical thinking skills gleaned from a given humanities course and apply them usefully to other humanities courses or to courses in art, music, literature, philosophy, religion, even history. It may therefore be worth gathering data on students who successfully complete humanities classes to see if they indeed do better than other students without a humanities course in subsequent classes that require some of the background in arts, religion, or cultural concepts taught in the humanities.

In the long term, the benefits of using an interdisciplinary approach to religion, aesthetics, ethics, arts and ideas are far-reaching and to a large extent, incapable of measurement in terms of specific learning outcomes. Yet this does not mean they are any less profound. The humanities teach a respect and understanding for a variety of viewpoints and a diversity of cultural movements on a global scale. The catalog description for the Master's degree in humanities at CSU Dominguez Hills expresses these intangible and enduring benefits as follows:

The Humanities stress that training in, about, and through art, literature, drama, philosophy, and history is essential in learning how to live deeply, expansively, and happily. This training is not a frill, not a handmaiden to a meaningful life but its very source. The Humanities harmonize the mind and body, the rational and the non-rational, producing, in Byron's beautiful phrase, "felt-thought." Necessary for a fully realized life is the cultivated use of the entire human sensorium and the imagination through art, literature, music, philosophy, and history.

Source: <http://www.csudh.edu/hux/program.html>

D. Student Outcomes Assessment

Current Status of Assessment. Our current means of assessing student success is through a combination of exams, quizzes, papers, projects, class discussions, and student presentations. Although each of us gives a variety of different assignments, there is strong agreement about what we expect to see in these assignments; and we have agreed that our assignments must be carefully structured and designed to lead to the five general student learning outcomes detailed above. We are also in general agreement about (1) the types of questions to ask on tests, (2) the material students need to learn, (3) the need for students to express themselves well through properly written and researched essays, (4) the appropriate tools for determining whether students have achieved general learning outcomes in the humanities and specific learning outcomes for the particular humanities course; and (5) our standards for successful completion of a course.

Assessments for Humanities. In the future, we will be exploring the following means of assessing student success:

- Student learning outcomes, aligned with methods of instruction and evaluation in our course outlines, will be coordinated with rubrics for means of assessment currently used—tests, quizzes, papers, and presentations. The course outline for the most-popular class, Humanities 10 (World Religions), is undergoing such a revision this semester.
- the development of rubrics laying out standards for written papers in the humanities
- the development of rubrics setting out specific criteria for success on a particular assignment
- the use of five-minute and “muddiest point” papers to provide feedback to instructors on what material is particularly difficult for students

In addition, in order to address expected career/occupational outcomes for students taking our courses, one faculty member is working on an introductory statement about Humanities for the College Catalog, to be placed just before the course descriptions. This introduction, similar to those found in many four-year and university catalogs, would define “humanities” and briefly summarize the benefits of taking courses in the discipline, explain the majors to which our courses would apply, and inform students of various types of jobs available to the humanities, liberal studies, or interdisciplinary studies major.

Student Learning Outcomes. The SLOs or student learning outcomes movement, which faculty at RCC are beginning to adopt, has been described (unsympathetically by some) as the newest fad in higher education and as representative of the imposition of a corporate evaluation model upon higher ed, where it least belongs. Advocates of SLOs, on the other hand, insist they are merely the formalization of the shared dialogue about teaching and student learning that committed teachers should be having anyway. In this context, it is important to point out that the Academic Senate and assessment officers at the state level have begun to recognize that some valuable learning outcomes in philosophy, literature and the humanities (which may include little quantifiable content) may be observable yet not demonstrably measurable. For instance, it is much easier to observe and evaluate a student’s understanding of Buddhism or Islam than it is to “measure” that understanding. Indeed, if measuring were to rely on multiple choice exams, then such *measuring* (rather than observing changes in approach, analytical skill, or knowledge-based behavior) would be step backwards in our discipline.

We are justifiably proud of the fact that we require students to read classic texts that have stood the test of time, and that we require substantial writing from our students (minimum 3000 words, as stipulated in our course outlines)—this is a firm commitment despite the fact that each of us teaches five sections per semester, of up to 50 students per section. Of course, we recognize that high standards on assignments and tests do not in themselves guarantee that our students are learning. Reliance on interpretive writing, however, does offer individual faculty members the opportunity to accurately assess what their students are in fact learning. A student might be able to earn a passing grade on a range of objective, scannable exams but not be able to write an effective critical essay showing some significant command of the material being examined. Hence, we take great pride in holding our students to an appropriate standard of writing and critical interpretation of texts and ideas at the college level.

Student Assessment Plan, 2005-2007: Upon completion of an earlier draft of this Self-Study, we realized that we certainly had general notions about how to assess student learning in our most commonly taught humanities courses (see above), but we needed to come up with a process which would enable us to assess a) the viability of our general humanities SLOs; and b) the appropriateness of one or more of our SLOs for our most popular courses. We have discussed several assessment plans and have settled on a three-part process that we believe will provide useful measures of student learning of objectives at the general discipline level as well as at the course level.

Part One. As the first step in our discipline assessment plan, we would like to determine **the degree to which our students have indeed learned to critically examine and then approach with greater appreciation and understanding** “a variety of religious and cultural viewpoints.” that is, to determine to what extent we can measure student progress in SLOs #3 and #5 listed above on page 10. We wanted to prepare an assessment tool which would include as many of our humanities courses as

practicable and which would include adjunct faculty in the process as well. Accordingly, we designed a questionnaire (see Appendix C) to be administered at the beginning of the semester (2nd or 3rd week) and again near the end of the semester (13th to 14th week) which asks students to respond both on a numerical scale and in writing to a series of simple questions dealing with their knowledge of and attitudes towards Islam and Muslims.

The topic of Islam is covered in a significant percentage of our humanities courses and provides a means of assessment of whether students have indeed learned how to approach “a variety of religious and cultural viewpoints” – in this case, a religion which has been the focus of increased world attention over the past decade--with better knowledge, awareness, appreciation, and perhaps with more tolerance.

We plan to administer this questionnaire in all Humanities 10 and 11 courses offered during the Spring Semester 2006, and in the Humanities 4 course offered in the winter intersession. We will compile the information gathered and prepare a follow-up report during summer 2006 to be distributed to the Program Review Committee, the Assessment Committee, and all faculty who teach these courses. We hope the data will support our conviction that students indeed meet SLOs #3 and #5 after successful completion of our humanities courses.

Part Two. Developing a Writing Rubric to Address Advisory of Qualification for English 1A and Minimum-Word Requirement for All Humanities Courses

A second area which we want to examine relates to the recent addition of an advisory to all our humanities courses of “qualification for English 1A” (Humanities 20ABC excepted). We have also unanimously agreed to add a minimum writing requirement of 3000 words to all transfer courses. The addition of these advisories and writing requirements to our most popular courses (Humanities 4, 5, and 10) reflects our commitment to the college, the students, and the community to offer courses of substantial content and quality.

However, we have no substantive information about success and completion rates for students in the above classes when cross-compared with their qualification for English 1A, or lack of it, upon entry to the class. Since we cannot rely merely on our intuitive sense of whether such an advisory will guarantee readiness for core humanities classes, we propose to do an assessment project in order to obtain some reliable data to justify the advisory and to ensure that instructor expectations of student abilities in writing are both reasonable and according to a clearly laid out standard of quality.

The goal of this study will be (1) to determine whether the advisory of English 1A is a valid and effective predictor of student success in our humanities courses, and to modify that advisory (up or down) should the data prove us wrong; (2) to clarify grading expectations for all humanities courses according to a standard and meaningful rubric; (3) to norm all adjunct faculty (and full-timers in other disciplines who are teaching humanities courses) regarding expectations and standards for grading written work in humanities courses. Here is a breakdown of objectives and goals for completion of various tasks:

Objective	Targeted Completion Date
Preparation of rubric	August 2006
Distribution of rubric to all faculty	October 2006
Data collection	Fall 2006 and spring 2007 semesters
Comparison and assessment of data	Summer 2007
Norming of adjunct and other faculty	Summer and fall 2007 and as needed
Modification of advisory if indicated	Fall 2007 (if needed)
Report on results of assessment in next complete Self-Study	Fall 2008

Part Three. Examining Learning Objectives #3 and #4 (see page 10) **for Humanities 10, World Religions by Means of a Common Final.** A final assessment project which humanities faculty are interested in developing is a common final for the World Religions classes in order to establish whether or not we are meeting the stated objectives for that class.

Our tests are not standardized; some of us prepare a combination of objective and subjective tests and quizzes; others use an all-essay format. However, all of us require regular writing assignments and a 3000-word minimum per course of written work designed to demonstrate an adequate knowledge of the subject matter and to offer a critical response that is thoughtful (not mechanical) and broad-based (applicable to more than one discipline of the humanities). We recognize that there is certainly room for improvement in ensuring that each of us—both full and part time—is engaging and evaluating students at a comparably rigorous level. Toward that end, therefore, we are going to develop a series of commonly agreed upon questions or prompts for a common Humanities 10 final exam. Humanities 10 is the most likely choice for such an initial assessment study since it is taught every term on every campus and by a mix of full and part time members of the discipline.

E. Collaboration with Other Units

Collaboration with the philosophy and English disciplines is ongoing, with the sharing of the cross-listed courses Philosophy of Religion (HUM35/PHI35); Introduction to Mythology (HUM8/ENG 8); and Bible as Literature (HUM23/ENG23). These courses have been offered at least once a year on the Norco and/or Riverside campuses; student interest is particularly strong in the two courses cross-listed with English. Indeed there has been a long-standing discussion in the Department of History, Philosophy, Humanities & Ethnic Studies at the Riverside campus over the creation of an “Ethnic Studies” curriculum that exists on its own rather than as part of the grouping of courses that currently exists for which students can claim credit. We hope to continue to participate in discussions with all involved disciplines (including history, art, English, and other fields of study) to develop such a program/discipline.

In Fall of 2004, one discipline member, along with a colleague from English, spearheaded the development of a full-fledged Honors Program at RCC, writing the program proposal and setting up meetings with interested faculty at all three campuses. This Honors Program, which commenced in Fall 2005, has spurred the discipline’s development of Honors versions of its three most popular courses—Humanities 4H, Humanities 5H, and Humanities 10H. All three full-time

discipline members are active on the honors committees, and two honors courses were offered in Fall 2005. It is anticipated that ongoing collaboration with the Honors Program at the college will provide students with an enhanced educational experience in the Humanities and better prepare them in liberal studies as they transfer to four-year colleges and universities.

More recently, one discipline member has served as curriculum advisor and liaison to the Riverside School for the Arts. This year, she has assisted with the development and writing of screenwriting, playwriting, and film studies courses to be taught both on the Riverside campus and eventually, in the new downtown Riverside School for the Arts building planned for 2007-08. One of these courses, Introduction to Film Studies, (ENG 36) is more typically listed as a humanities course than as a course in English in community colleges throughout the state; humanities faculty have therefore approved it for cross-listing and are currently awaiting approval from the English discipline. Next year, in a series of collaborative efforts with faculty from Moreno Valley, the curriculum advisor for RSA will work to develop project-based courses in science, math, and nursing which employ innovative methods of instruction to teach science and math incorporating the arts.

Humanities faculty have recognized through this self-study that the introduction of so many new humanities courses, including honors courses, over the past few years makes it imperative for us to set up information sessions with counseling staff at all three campuses. These sessions will be designed to inform counselors about the general content of the new courses and update them on the transferability status of all humanities courses and how they fit within the general education and IGETC frameworks. We would also like to introduce them to the idea of a regular pattern of study leading to a major in the humanities or the disciplines of the humanities.

F. Outreach

The humanities discipline has scheduled A.A.- required and transfer humanities courses in the evenings and on the weekends at all three campuses, at times when working adults and other members of the community are better able to attend classes. In this way the discipline has been serving the diverse needs of the community, especially those students working or providing child care full-time); moreover, we have added online sections and short courses to the traditional full-length, face-to-face courses offerings, thus assuring a wide spectrum of public access to our courses.

The following outreach activities also occur yearly:

- a. Ongoing coordination every semester with department chairs and/or assistant chairs at all three campuses for purposes of adjunct faculty hiring and placement, schedule planning for humanities courses, and regular observation of full-time and adjunct faculty;
- b. Active participation in recruitment efforts for humanities adjuncts and tenure-track positions with the Vice President's office and Human Resources;
- c. Active participation on equivalency and hiring committees for adjunct humanities faculty.

As mentioned in Section E above, one faculty member is working on integration of humanities topics (fine and performance art, fashion design, music, and creative writing) into the writing of new curriculum in math and applied entertainment technology. Under the auspices of a new

RSA grant entitled “Professional Development for Arts Educators,” she will also be working on a new curriculum model for two area high schools integrating humanities and the arts into a variety of content areas in the high school curriculum.

In terms of outreach, humanities faculty have also discussed:

- d. Regular in-servicing of part-time humanities faculty, keeping them updated with regard to the program, course, student learning outcomes, and adherence to the course outlines of record;
- e. regular in-servicing of counselors in these same areas;
- f. working with HR on standardization of a Notice of Employment announcing part-time vacancies in the humanities, including tighter restrictions on minimum qualifications;
- g. insertion of a brief two-paragraph information note in the course catalog, just before the listing of humanities courses, which would provide information to students on transferability of courses, majors in humanities and/or liberal studies, and possible areas of employment for humanities and/or liberal studies.

G. Resources

a. Moreno Valley Campus

Staffing. The discipline successfully recruited and hired a full time Humanities Instructor in 2001. Prior to that the discipline relied exclusively on several adjuncts, one full time temporary instructor, and one full time faculty member from another discipline with an FSA in Humanities, to teach primarily Humanities 10. Currently the discipline employs three part time instructors at the Moreno Valley campus to teach sections of Humanities 10, World Religions. Over the 2004-2005 academic year (4 terms), the Moreno Valley campus offered 23 sections of Humanities classes. Consistent with the Riverside campus, Humanities 10 continues to be the most heavily enrolled course at Moreno Valley, accounting for 20 of 23 sections.

Classrooms. The Humanities discipline shares classrooms with various other disciplines in the Humanities and Social Sciences. Commonly used classrooms include Humanities 105, 106, 207, 209, and 336; Science 157; and Library 120.

Facilities Planning and Scheduling. Currently Susan Lauda, assistant to the Dean of Instruction, schedules room use.

Equipment. All of the rooms in the Humanities building at Moreno Valley now contain computers wired for internet use. All rooms also contain an equipment cart or table with a personal computer or laptop, data projectors mounted on the ceiling, and projection screens.

b. Norco Campus

Availability of facilities for Humanities courses has followed the pattern experienced by all disciplines at the Norco campus: strong pressures for growth accompanied by increasing lack of space for new course sections. To accommodate the demand for courses, the Norco campus instituted the Weekend College program, and faculty chairs

have been urged to consider novel time frames, to offer more classes on Fridays (morning and evening) and weekends, and to develop hybrid and online sections of courses.

Staffing. The discipline has recently gained a full-time instructor in Humanities who previously taught only .6 of her FTE in the discipline; with this change the discipline will be able to offer more sections of World Religions (Hum 10) and a variety of courses in addition to the standards (Hum 4, 5, and 10). The campus also employs an average of 3 part-time humanities instructors per semester to teach its courses. Part-time instructors teach an average of .4 FTE per semester. Current part-time faculty have been at the Norco campus for several years; we rely on them heavily to teach evening and weekend humanities courses.

Classrooms. The humanities discipline, as is to be expected, shares classrooms with other disciplines in the English and social sciences areas; commonly used classrooms for humanities are ST 201 and 202; LIB 110; ATEC 114; and HUM 101 and 102. However, due to the classroom crunch, course sections in all disciplines are placed where they will best utilize available space. This system is not without flaws: For example, it is common for Humanities 23 (*Bible as Literature*, cross-listed with English), with a cap of 35 students, to be assigned to HUM 101, the Little Theatre, with seating for several hundred.

Facilities Planning. New software has just been introduced at Norco which, when programmed with information as to size of rooms, number of desks, types of in-room technology, maximum capacity of all rooms, standard cap for classes, and the like, will be the first serious attempt to use technology to maximize room usage. Both faculty and staff at Norco are looking forward to the day when rooms will be assigned with the help of this software, hopefully assuring more efficient use of our existing classroom space.

Equipment. Almost all the rooms at the Norco campus are wired for internet use. Moreover, in 2005 all rooms in Humanities, Library, and Applied Tech buildings are in the process of being upgraded with ceiling mounted slide projectors, which are linked to updated laptop computers sitting on smaller, more mobile PC carts. These upgrades have facilitated greater instructor use of PowerPoint presentations and web use in the classroom. All humanities discipline faculty at Norco have benefited from these technological improvements.

Resources. The librarian at Norco campus regularly asks faculty to supply names of texts to add to its holdings whenever she is granted funds for that purpose from her library budget. Holdings in areas served by humanities—art, music, intellectual history, cultural studies, literature--have thus shown a slow but steady increase and have served more than one discipline. However, the library at Norco shares the space limitations of the campus; unfortunately, there is no physical space available to house video or audio media, so faculty continue to request videos for classroom use from the Digital Library at the City Campus. This practice requires extensive advance planning and is cumbersome at best.

Student Services. The campus counselors are overwhelmed by a massively inequitable counselor-to-student ratio; Early Alert forms, although a valuable part of the intervention

process, add to the counselors' burden of appointments and record keeping. Tutoring services at the campus are rather weak in certain areas; for example, there are no humanities tutors available to our knowledge.

Alternative Resources. In an effort to address the classroom crunch and the pressures to expand the number and variety of sections taught, one or two sections of Humanities 4 and 5 are now offered online every semester. This trend will no doubt continue.

c. **Riverside Campus:**

Humanities offerings at the Riverside campus are sometimes adversely impacted by the limited resources available to the Department of History, Humanities, Philosophy, and Ethnic Studies, particularly when it comes to room assignments.

Classrooms. The department has at its primary disposal four classrooms (Quad 105, 202, 205 and 213) and shares access to a number of other classrooms. These classrooms are shared with the other faculty in the department, and the Department's informal practice of "rolling over" class schedules often puts humanities sections into "off prime time" slots. For example, in spring 2005, 13 humanities sections were offered, but only 4 were scheduled in M-F morning time slots, the most desirable time for day students. New software should help alleviate this inequity.

Equipment. The quality of facilities in classrooms is also erratic; this affects all disciplines in the Department. For instance, in fall 2004, one section of Humanities 5 was scheduled in a classroom (Quad 226A) without a functional Internet connection; and one section of Humanities 4 was scheduled in a classroom (Quad 205) from which the data projector had been stolen. (Similar problems have continued in the Lovekin Complex.) We hope that the scheduling imbalance will be addressed when the college creates its "first right term," and that problems with classroom facilities will be addressed initially in the bungalows and subsequently in the Quad remodel.

Staffing. The discipline employs four part time faculty at the Riverside Campus, most of whom teach Humanities 10, *World Religions*. Virtually all sections of other Humanities offerings are taught by full-time faculty. Recently, around **25** humanities sections have typically been offered on the Riverside campus **per year** (this includes all four instructional terms). In terms of numbers of sections and students, Humanities 10, *World Religions*, continues to be the central course at Riverside, and it is the discipline's major course offering in reduced terms (summer, winter, weekend college, and eight-week sections).

Library holdings in humanities are hard to track or assess since the discipline itself comprises materials in a wide range of disciplines: history, literature, art history, philosophy, music, culture, and so forth. It is worth noting that the acquisitions staff at the District Learning Resource Center have contacted the Humanities discipline pro-actively and have sought to increase holdings not only in traditional texts, but also in audio-video materials and links to online resources.

H. Other Comments

I. Overall Assessment of Discipline Performance

Discipline Strengths: The humanities discipline is doing well in meeting the needs of transfer and general interest students in the District. The number of courses and full-time representation at each campus reflect the needs of their constituent populations. Over the past five years, the variety of courses in the discipline, listed in the District Catalog of Course, has increased dramatically. Having one highly qualified full-time faculty member in humanities at each campus has greatly strengthened the discipline within the District. Overall, the discipline has earned an “A-” in its performance over the past five years.

Another improvement in the rigor of the discipline at the District level is that all of the humanities courses offered by full-time faculty (both online and face-to-face) are focused on primary texts, requiring a minimum of 12 pages of formal writing (often more) and a good deal of informal writing. The courses offered are student centered and discussion-based and require students to read, think, and write both actively and critically. The quality of instruction is therefore high, and these courses are certainly at university level.

Discipline Weaknesses: There is a need for more variety in course offerings at Norco and Moreno Valley campuses. Although these campuses are meeting the basic transfer needs of the students in their area, a full range of courses is a necessity as these campuses move to full college status, and also because of the growing number of students enrolled at four-year colleges who take our humanities courses to fulfill their degree requirements. The number of sections of online courses in humanities should also increase. In the area of outreach, there is a need to explain what the discipline is through a general catalog description and a discipline website. Finally, full-time faculty need to devise means of bringing adjunct faculty into the discipline and update them on changes to the curriculum.

Moreno Valley: Quality of instruction by full-time faculty is at university level, and our faculty member at this campus has been instrumental in the creation of the new Honors program, while three courses (Humanities 4H, 5H, and 10H) are planned for the course offerings at Moreno Valley. On the other side of the ledger sheet, the humanities discipline at Moreno Valley has failed to integrate adjunct faculty into the discipline. The curricular changes made to our courses to require 12 pages of formal writing have not been communicated to part-timers. We need to do this, help them to find ways to integrate more writing into their courses, and overall, provide more opportunities for adjunct faculty to meet with full-time faculty to discuss the discipline, teaching strategies, and other general issues of pedagogy related to our task of teaching the humanities at the community college level.

Norco: Quality of instruction has been strengthened greatly by the addition of one full-time faculty member to the discipline at this campus, and this faculty member has also been active in the creation of the new Honors program. Three honors courses, offered alternatively, are also planned for the course offerings at Norco. However, as in Moreno Valley, full-time faculty need to develop a way to inform part-timers of changes to curriculum as well as the new writing requirement, and find the means to integrate them more fully into the discipline’s activities and vision for the future.

II. Where do we want to be?

A. Environmental Scan

An examination of two recent documents produced for the state of California (*California 2025: Taking on the Future* (April 2005) and *Education: The State We're In; An Education Report Card for the State of California* (August 2005)) indicates the following trends in the state and the Inland Empire in particular over the next two decades:

- The number of residents in California will increase by 10 million, bringing the total population to around 46 million, and residential growth will be highest in the two major inland areas, the Inland Empire and the San Joaquin Valley. Some forecasts indicate a 45 % increase in population for California's inland counties, compared to only 17% in coastal ones (*CA 2025:3, 39*)
- Changing industrial composition of the state will put increased demand on educating a highly skilled labor force, "and the demand for workers with some college courses or a college degree will rise" (*CA 2025:6*).
- The occupations which will see exceptionally high growth will be those in the service sector, but not in the areas of hotel and restaurant management and household work, which traditionally have generated jobs requiring less education. Instead, the demand will be greatest in "business, professional, entertainment, recreation, health, and educational" services, all of which will require a "highly educated workforce" (6).
- "Residents entering the workforce over the next 20 years will increasingly be Latinos—a group that now has lower levels of education" (6). Indeed, Latino and Asian population growth are projected to be very strong, while non-Latino whites will increase very slowly or possibly decline.
- The number of adults ages 18 to 24 "is currently experiencing a large increase" (37) because the baby boomers' children are growing up, and also, a large number of immigrants came into California in the 1980s. The reports suggest that "much of the state's workforce over the next 20 years will be made up of 2nd-generation Californians." (48)
- Of particular relevance to RCCD is that the Inland Empire "now has a larger population than metropolitan Cleveland, San Diego, St. Louis, or Denver, and projections suggest that its population could increase from 3.8 million in 2005 to 5.5 million by 2020." Within the next 5 years "Riverside County will surpass San Bernardino County to become California's fourth most populous county"(39).

In light of these statistics and projections, the role of the humanities discipline, like that of the other transfer disciplines, will be critical in ensuring the success of an educated and thoughtful citizenry, who will be poised to take their places as reasonable, reasoning, and democratic citizens of the rapidly growing county in which we live. Our courses are particularly relevant to a diverse population because they have as their focus various cultures and their changing circumstances in time and space.

It is clear that the trend over the next 5 years will be a steadily growing population of college-bound students ages 18 to 24, an increasing number of whom will be Latino and Asian.

The humanities discipline needs to respond to these changing demographics by developing new course offerings of interest to the Latino and Asian students. The following new courses are being considered by faculty:

- Our popular World Religions course is densely packed with information about 11 major religions. Dividing this course into a two-semester course, one focusing solely on Eastern religions, and the other on Western religions, is one proposal; another is simply to add a semester course in Eastern religions and spirituality. *Research by one discipline member indicates that about 30% of CA community colleges offer a two-semester course in World Religions.*
- A course in Arts and Ideas of the Non-Western World (Latin America, Africa, India and China), will be worth developing. The latter course could form part of a three-semester integrated approach to world arts and ideas; or the discipline could maintain the current two-semester Western arts and ideas course, offering at least the Non-Western Arts and Ideas course at least once a semester on a revolving basis on the three campuses of RCCD.
- The discipline would serve the community well by offering two additional courses: a general “Introduction to Values, Ethics, and Religion/Religious Studies” and “Introduction to Arts and Ideas,” both of which would represent foundational courses for further study of the humanities.

B. Internal Review

The Humanities discipline has come a very long way in the past five years. We have gone from having one full-time faculty member at Riverside to having a full-time faculty presence on each campus in the district. We are now much more visible as a discipline within the district community.

Our curriculum is now broad enough to keep not only our full-time faculty busy, but a range of part-time faculty members as well. Humanities 16 (Arts and Ideas in American Culture) may well grow to equal Humanities 10 (World Religions) in popularity (in part because it meets the CSU American History requirement).

In order to enhance the quality of course offerings, we have devised a list assigning all of our courses to particular disciplines. Of necessity, a discipline such as humanities has a broad cross-disciplinary base; therefore, a given course (such as Humanities 10, World Religions) might well be taught by a faculty member with minimum qualifications in Humanities, but also in one or more other disciplines (in the case of Humanities 10, those who meet minimum quals in Religious Studies are also qualified to teach the course.). In order to assure quality instruction, we have also discussed a possible reduction in the course cap, after having instituted a formal writing requirement minimum of 12 pages for every course. Finally, as far as student readiness for our courses is concerned, ability to benefit from our courses, while not guaranteed, has been further defined by the advisory of English 1A placed on all our course outlines.

Provided that resources are shared equitably, the availability of smart classrooms at Moreno Valley and Norco and the promise of such rooms in the remodeled Quad at

Riverside will provide the type of classroom space necessary to our use in the humanities of a wide range of audio-visual materials. (The use of software-based classroom assignment programs will ensure that humanities classes are scheduled correctly and in a shared fashion with other disciplines needing such classroom facilities.)

One issue we have addressed is that of criteria for hiring of adjunct faculty. In March 2005 we drafted a statement of criteria for granting equivalency and presented it to Human Resources to guide their selection of candidates for hire. This statement was accepted by Human Resources in October 2005. [Please refer to Appendix B for a copy of this statement.]

Summary: In short, within five years, the desired state is for a wide range of Humanities courses to be taught at RCCD by an engaged team of part- and full-time faculty. The catalog and college website will effectively articulate to students what humanities is, and students will have the option of completing a major in humanities. All, or almost all, of our courses will be taught in rotation at each campus, and a substantial number will be available in online sections. The full-time faculty in the discipline will be integrally involved in hiring part-time faculty and in directing the types of courses to be taught from semester to semester.

III. What do we need to do to get there?

A. Planning: initiatives, strategies, goals, & activities

One challenge for the next five years is to become more visible to our students. Humanities 10 is well established, but none of our other classes enjoy its popularity as yet, with the possible exception of Humanities 18 (*Death*). Toward this goal, we need the following:

- A web page
- For two semesters in 2004-05, teachers had visible, dynamic evidence online of course demand during the enrollment cycle. We would like to see this feature re-instated on the Web Advisor site on an open access web page.
- A discipline description in the District catalog (see Appendix D, page 34-35, for examples) in addition to the course descriptions already provided to describe what “humanities” is. Since a large percentage of community college students are the first in their families to attend college, it’s not surprising that many are uncertain about the meaning of such broad terms as humanities, social sciences, communications arts, media studies, and the like. While a web page can easily be created, we will need the support of the Program Review Committee and perhaps the Academic Senate to bring about a rather substantial change as this proposed one in a major campus publication.
- **The humanities discipline would like to be able to offer a humanities major within the next few years.** Title V §55806 requires that “Each associate in arts....must include a major of at least 18 semester units.” RCCD currently meets this requirement with three broad groupings in humanities and social sciences. Group 1 includes virtually all social sciences; Group 2, all humanities-related disciplines; and Group 3 includes various IGETC and gen

ed transfer patterns. [There are two additional numbered “group majors” for math and hard sciences.] Unfortunately, these so-called “majors” bear no resemblance to the majors students must select at transfer institutions. Like their four-year counterparts, lower division community colleges students often struggle to choose a major, and such a decision is made even more difficult for RCCD students, who lack clear major preparation designations and/or patterns of study clearly laid out for them in the District catalog. Unlike many other community colleges (see pp. 34-35), RCCD does not yet make provision for students to complete an A.A. with a major composed of 18 units of course work within a designated area of study.

Our proposed humanities major might require 12 units of Humanities courses and another six-eight units in a specific related discipline (history, English, philosophy, art history, music, film, religious studies, etc.). Our goal as a discipline is to combine the availability of a humanities major with quality classroom instruction, in order to help students identify one or more areas (listed above) within the humanities disciplines in which they might complete a four-year major transfer program. A specific major such as this, aligned with the traditional majors offered at four-year institutions, would much better serve students in our District than the broad “groupings” we currently use to meet the requirements of §55806.

Over the next five years, we would like to address several additional initiatives and goals:

- ❖ Emphasize primary authority at the discipline level over scheduling of classes. The administration and department chairs should determine how many sections and at what time slots they are offered, but faculty in the discipline should determine the mix of classes to be offered on each campus.
- ❖ Establish a rotation schedule by which all humanities courses are taught on a regular basis and less-frequently offered courses are offered at all three campuses, and promote this rotation schedule with department chairs on all three campuses
- ❖ Coordinate rotation schedule with English, for Mythology (Hum 8), Bible as Literature (Hum 23) and Introduction to Film Studies (Hum 36); coordinate with philosophy discipline, for Philosophy of Religion (Hum 35).
- ❖ Increase collaboration with Riverside School for the Arts and offer Humanities 3 (Creativity) in alternate years as part of the RSA project’s core curriculum
- ❖ Update all humanities course outlines according to the standards of the new curriculum template, with particular attention paid to student learning outcomes and their integration with methods of instruction and methods of evaluation.
- ❖ Align all instructor syllabi with updated course outline SLOs. To facilitate this goal, we will need to provide in-servicing to all part-time humanities faculty to ensure their syllabi are in line with discipline, district, and ACCJC requirements.
- ❖ Better interaction of full and part-time faculty across the district should be a high priority for our discipline, including the formal involvement of part-time faculty in ongoing discussion related to program review

- ❖ Emphasize the need for primary authority at the discipline level for hiring and course assignment of part-time faculty. Because of the past focus on a single minimum qualifications list for humanities, faculty well qualified to teach Humanities 10 (for example, an instructor with a master's degree in religious studies but not in humanities) have been assigned to teach Humanities 4 or 5 (Arts and Ideas) as well. We need to cultivate a pool of part-time time faculty whose training matches the scope and content of the classes we ask them to teach.
- ❖ Testing and refinement of a variety of assessment tools for use in the core Humanities 4, 5, and 10 courses (see pp. 11-14 of this self-study for details)
- ❖ Ongoing participation in the Honors program.
- ❖ Continue to offer learning communities which pair humanities courses with English 1A
- ❖ Provide an enriched curriculum matching the best Humanities programs in the state (both two- and four-year colleges), to include courses in creativity, film studies, topical issues dealing with religious and cultural diversity, contemporary arts and ideas, humanities and the sciences/social sciences
- ❖ Open a dialogue with the philosophy discipline on the possibility of hiring a philosopher with expertise in Eastern philosophy who would be qualified to teach courses in Eastern Religions and Arts and Ideas of the non-Western World.

B. Resources

The following additional facilities, staffing, equipment and other resources will be needed to meet our vision over the next five years:

- ❖ Expand the part-time faculty pool, especially for Humanities 4 , 5, and 10.
- ❖ Hire an additional full-time humanities instructor for the Riverside campus.
- ❖ Ensure that face-to-face Humanities sections are scheduled only in rooms with data projectors and maps (a sizeable map of Europe and the Mediterranean would be appropriate for Humanities 4 and 5; a sizeable world map would be appropriate for Humanities 10).
- ❖ Increase library resources (films, book) in humanities at all campus libraries. There are very few books, videos or other resources for the humanities at the Norco and Moreno Valley Campuses.
- ❖ Purchase, and then make available on reserve, two copies of all texts used by humanities faculty in their courses at each of the three campus libraries.

Topic IV. What evidence do we need to track our progress?

Faculty discussed how best to track our progress in meeting our goals, objectives, and vision for the discipline. We concluded that more data are needed regarding retention, number of students meeting the advisory qualification of English 1A, completion vs. successful completion of courses, and other cross-comparison studies of data between humanities and the district as a whole. Specifically, faculty have requested but not received information on the following:

Additional Data Requested from Institutional Research – Not Received

- Ratio of PT to FT faculty from 95 to 2000 overall, and year by year from 2000 to 2005.
- Retention data for students who meet the advisory (qualification for English 1A) listed for all Humanities courses, compared to retention data on students who do not meet this qualification. Data particularly needed for Humanities 4, 5, and 10, both face to face and online/telecourse.
- Retention vs. successful completion data are needed for a) students who meet the advisory; b) students who do not meet the advisory.
- ‡Percent FTES taught per average adjunct, 2000 through 2005 (‡ This data was not available but was supposed to have been collected for us.)
- When data are collected on number of students enrolled in humanities classes for a given semester, do the figures (especially for Norco) include enrollment in online sections of hum courses? (N.B.: The numbers look artificially low).
- Number of total FTES generated, Fall semester 2005
- Average enrollment in humanities courses has increased 59% overall from 2000 to 2004. *How does institutional growth/enrollment overall compare to this statistic?*
- The overall successful completion rate in humanities courses averages **61%**. *What's the institutional average?*
- Successful completion rates by ethnicity indicate that white students have a 13% higher completion rate than African-American students; 8% higher than Hispanics; and 9% higher than Asians. *How do these figures look when cross-compared with gender?*

Regarding assessment, a variety of tools for assessing student learning and SLOs are in the process of development; please see pages 11-14 of this self-study for a detailed breakdown of these tools and a discussion of quantitative vs. qualitative measurement of learning outcomes.

Topic V. How can we improve the discipline self-study process?

We have several suggestions for improving the discipline self-study process:

- More timely availability of data from Institutional Research when requesting additional information. Initial CD of data has been very helpful, but not all information is on it. As we have thought of more questions (please see p. 24 above), we have made several requests but have not received information.
- Greater assistance from DAC on developing means and rubrics for assessment, including studying SLOs and relating them to improved student learning and improvements in pedagogy.
- Stipends to support part-time faculty participation in the program review and assessment processes.
- Continued improvement of orientation process for disciplines undergoing Program Review.

Topic VI. Summary of Goals, Activities, and Findings

Goals and Activities for Spring 2006 – Spring 2007

- Set up a Humanities web page .
- Ongoing participation in the Honors program.
- Continued offering of learning communities which pair humanities courses with English 1A.
- Increased collaboration with Riverside School for the Arts.
- Offer Introduction to Film Studies (Hum/Eng 36) and Creativity and the Imagination (Humanities 3), in conjunction with Riverside School for the Arts.
- Update core course outlines (Hum 4, 4H, 5, 5H, 10, and 10H) according to the standards of the new curriculum template, with particular attention paid to student learning outcomes and their integration with methods of instruction and methods of evaluation.
- Begin the process of updating all remaining humanities course outlines to the new template
- Provide revised/updated course outlines to part-time faculty and to full-time faculty outside the discipline
- Align part-time instructor syllabi with updated course outline SLOs through the regular part-time instructor evaluation and observation process
- Continue to develop, test, and report on results of specific, discipline-appropriate assessment tools for use in the core Humanities 4, 5, and 10 courses.

Most Significant Findings of this Self-Study

This study has revealed two significant findings: 1) the rapid progress we have made as a vibrant and rigorous academic discipline since 2001; and 2) the considerable distance we have yet to travel to fulfill our vision of the discipline as it has coalesced over the course of this self study.

Looking back on the last four years, we have experienced a dramatic shift in the identity of the Humanities discipline from an *ad hoc* and fragmented collection of faculty drawn from various disciplines across the district to a cohesive and tightly knit group of full time Humanities faculty who owe sole allegiance to a single discipline. While the elimination of divided loyalties explains part of our new found coherence, other factors play an important role. All members of the discipline share a commitment to rigorous academic standards and are convinced that university level courses can be taught successfully at the community college. To that end, we offer courses that are genuinely equivalent to introductory classes at four-year colleges and universities. We focus as much as possible on exposing students to primary texts, require a considerable amount of reading, and have adopted a discipline-wide requirement of 3000 words minimum in formal writing. While our teaching methods, academic training, intellectual interests and personalities vary considerably, we all believe that teaching students to read, write and think independently about the perennial issues of human culture is our central task. In pursuing that task as a unified group spread across three campuses, we have steadily increased our course offerings over the last four years without jeopardizing the high quality of our academic standards. This applies not only to our traditional face to face offerings but to our online courses as well. This self study has shown us that we truly are a coherent and functioning discipline with an identity, a purpose, and a vision.

The preceding paragraph has mainly spoken about our identity and purpose; this one addresses our vision. This study has shown us not only how far we have come, but how far we still must go in order to fulfill the vision we have of ourselves. One of our most immediate action items concerns our need to integrate part time faculty into the Humanities discipline as colleagues who contribute to the Humanities vision. This process of integration first requires that all faculty who teach in the discipline adopt the new reading and writing requirements now in place. It also means involving part time faculty in discussions about the future direction of the discipline, including new course offerings, ongoing discussions about successful teaching strategies, and course assignments. Finally, to ensure that our profile remains visible, we find it imperative that we involve ourselves in district-wide programs such as Study Abroad and Honors, and perhaps more importantly, that we make ourselves visible outside the district through our own Humanities web site.

We have learned, through this self study, who we are now and who we want to be in the future.

Attachments:

- Data CD from Institutional Research
- List of humanities courses offered at RCCD
- “Courses to disciplines” grid
- Criteria for minimum quals/hiring of adjunct faculty - memo to Human Resources
- Sample of CC catalog statement re: humanities as a discipline & major
- Student Surveys and Rationale for Assessment Plan, Part One.
- CD with all humanities course outlines

APPENDIX A
List of Humanities Course Offerings, RCCD

- Humanities 3 – *Creativity and the Imagination*
 - Humanities 4 – *Arts and Ideas: Ancient World Through the Late Medieval Period*
 - Humanities 4H - *Honors Arts and Ideas: Ancient Through Late Medieval*
 - Humanities 5 – *Arts and Ideas: The Renaissance Through the Modern Era*
 - Humanities 5H – *Honors Arts and Ideas: Renaissance Through Modern Era*
 - Humanities 8 – *Introduction to Mythology* (cross-listed with English 8)
 - Humanities 9 - *American Identities through the Arts*
 - Humanities 10 – *World Religions*
 - Humanities 10H – *Honors World Religions*
 - Humanities 11- *Religion in America*
 - Humanities 16 - *Arts & Ideas: American Culture*
 - Humanities 18 – *Death*
 - Humanities 23 - *The Bible as Literature* (cross-listed with English 23)
 - Humanities 20A - *Special Studies in Humanities* (1 unit)
 - Humanities 20B - *Special Studies in Humanities* (2 units)
 - Humanities 20C - *Special Studies in Humanities* (3 units)
 - Humanities 35 – *Philosophy of Religion* (cross-listed with Philosophy 35)
 - Humanities 36 – *Introduction to Film Studies* (cross-listed with English 36)
-
- HUM 1A/1B – *Honors Colloquium I/II* (deleted March 2005.)

Assignment of Humanities Courses to Disciplines

RCCD Course	Discipline	cross-listed	Min.Quals	MQ	MQ
Hum 3: Creativity-Imagination	Humanities				
Hum 4: Arts & Ideas/Ancient	Humanities		History		
Hum 5: Arts & Ideas/Modern	Humanities		History		
Hum 8: Mythology	Humanities	English	English		
Hum 9: American Identities	Humanities				Ethnic Studies
Hum 10: World Religions	Humanities			Religious Studies	
Hum 11: Religion in America	Humanities			Religious Studies	
Hum 16: Arts & Ideas/American	Humanities		History		
Hum 18: Death	Humanities				
Hum 20ABC: Special Studies	Humanities		Interdisc. Studies		
Hum 35: Philosophy of Religion	Humanities	Philosophy			
Hum 23: Bible as Lit	Humanities	English	English		
Hum 36: Intro to Film Studies	Humanities	English	English		

APPENDIX B
Memo from Discipline Re: Minimum Qualifications
For Humanities Faculty Hires – Policy Statement

To: Rosella Marilao, VP Human Resources

From: Richard Mahon, Humanities Discipline/Program Review

Re: Placement of Courses in Disciplines; Minimum Qualifications

Hi, Rosella:

On behalf of the Humanities discipline, I would like to convey two things to your office. First, we would like to indicate the Minimum Qualifications we regard as appropriate to teach the courses in our discipline (attached). As you know, Title V grants to faculty Senates the authority for "placing courses within Disciplines." As part of our work under Program Review, we have reviewed and believe the indicated discipline assignments are appropriate. Since our discipline is itself interdisciplinary, it is not surprising that our courses could be taught by faculty with a range of disciplinary preparation.

Second, we have learned that your office has changed its interpretation of the Minimum Qualifications list to imply that a faculty member who meets MQs in "Interdisciplinary Studies" can teach humanities courses. This interpretation does not represent past practice. A few years back, a list of Humanities faculty prepared by your office did not include faculty with Minimum Qualification in Interdisciplinary Studies. Furthermore, the Humanities Recruitment conducted in spring 2001 required an equivalency review for candidates who did not meet Minimum Qualification for Humanities. Meeting Minimum Qualifications in Interdisciplinary Studies was not then considered equivalent to or a substitution for Humanities.

We believe the language "See Interdisciplinary Studies" in the disciplines list to be too vague to establish competence to teach our courses, especially now that we have stipulated the disciplinary preparation appropriate to our courses. You'll note that we believe that only Humanities 20ABC may be taught by a faculty member with preparation in "Interdisciplinary Studies."

We hope that you will begin enforcing these guidelines in our courses beginning Fall 2005.

Let us know if you have questions regarding our intention.

cc: Les Dean, Curriculum Committee
Virginia McKee-Leone, Academic Senate
Bonnie Pavlis, Norco, Humanities
Chris Rocco, Moreno Valley, Humanities
Greg Elder, Moreno Valley, Department Chair
Carl Farrar, Norco, Department Chair

Kristi Woods, Riverside, Department Chair

Dr. Richard Mahon
Instructor in Humanities
Secretary, Academic Senate
Riverside Community College

APPENDIX C
SURVEY OF STUDENT TOLERANCE
Rationale and Background of this Study

Introduction to this Survey. In revising our course outlines this past year, we evaluated our student learning outcomes; obviously, individual course outlines show expected SLOs geared for that particular course. However, as part of our self-study we articulated certain general learning outcomes for the discipline as a whole. While we agreed that specific elements of content vary from course to course, the **major learning outcomes or expected competencies** which are consistent for all humanities courses are as follows:

- Recognize and define key terms in the humanities relevant to the particular chronological, thematic, or topic areas covered by the course.
- Analyze college level texts and write essays that employ, at an advanced level, the standard methods of academic discourse and utilize standard research methods and conventions.
- **Examine critically specific religious, cultural, historical and/or social movements and understand their broader implications within a society or period of time.**
- Communicate clearly and express ideas thoughtfully both orally and in writing using the tools of critical thinking: logical reasoning, analysis, criticism, synthesis, and evaluation.
- **Apply concepts learned in each course to the appreciation of a variety of religious and cultural viewpoints and/or to the dynamic integration of arts and ideas.**

Assessment Plan. We have decided to examine whether or not we are meeting the student learning objectives outlined in bold above by asking students in Humanities 4, 10, and 11 courses a series of questions designed to measure increased awareness, knowledge, and appreciation of a particular cultural and religious perspective, Islam.

Measuring Student Views on Islam and Muslims. Are we teaching understanding, critical thinking, acceptance, tolerance of other faiths through our humanities classes? Are we meeting the SLOs and goals of humanities as laid out in our Self-Study?

This can partially be assessed by looking at student views on Islam/Muslims before and after taking a class in which this religion and its beliefs and practices are discussed. Therefore, we are asking for your help in distributing a student survey of beliefs and attitudes about Islam twice this semester; once during Week 2-3, and again during Week 14-15, so that we can collect data to answer the above questions.

After we tabulate the information, we'll distribute a report to interested college committees and to all instructors who have participated in the survey, so that we can all get a sense of whether or not we are meeting our student learning objectives in these areas. Thank you in advance for being part of this assessment project.

Information/Assessment Survey

Dear Student: The humanities faculty at RCC are conducting a survey about student knowledge of world religions. Please help us by filling out the following survey as honestly and completely as possible. ***ALL OF YOUR RESPONSES ARE ANONYMOUS AND WILL REMAIN CONFIDENTIAL!!***

1. Using a scale from 1 to 5, with 1 meaning “I don’t know anything” and 5 meaning “I know about this topic in great detail,” please circle the number that best expresses how much you know about Muslims or the religion of Islam.

1	2	3	4	5
I don’t know anything	I know a little	I have some knowledge	I know quite a bit	I know a lot

Please answer these questions to the best of your knowledge:

2. Who is Allah?

3. Who was Mohammed?

4. What does Islam teach about Jews and Christians?

5. Identify and describe the five pillars of Islam.

PLEASE CONTINUE ON THE OTHER SIDE OF THIS SHEET!!!

6. Using a scale from 1 to 5 with 1 meaning “I have a very negative attitude” and 5 meaning “I have a very positive attitude,” please circle the number that best expresses your attitude and/or feelings about Muslims and/or the religion of Islam.

1	2	3	4	5
Very negative	somewhat negative	Neutral	Somewhat positive	Very positive

- What is your overall attitude or emotional reaction, if any, to Muslims and/or the Islamic faith? Give any opinions that you have about this faith. Please describe your views in a paragraph below. Your views can be based on your own experience or anything you have read or heard about from friends or elsewhere.

____ 7. (OPTIONAL) What is your religious affiliation?

- | | |
|--------------|------------------------------------|
| a. Christian | e. Hindu |
| b. Jewish | f. Atheist or agnostic |
| c. Muslim | g. Searching, exploring at present |
| d. Buddhist | h. Other/decline to state |

Thank you for helping us collect this data!!

APPENDIX D
SAMPLE AA DEGREE CATALOG DESCRIPTIONS
HUMANITIES

Las Positas Community College Catalog

Degree AA – Humanities (General)

About the Program

Humanities is an interdisciplinary academic field which encourages its scholar/practitioners to interpret the world and their active role in it through a philosophical, creative and artistic immersion in a number of different but overlapping and connected fields of study. Work in the Humanities also suggests a practical professional methodology combining hermeneutics and a “dialogue-reflection-action change” process that allows students to create new or expanded world-view paradigms resulting in personal and systemic growth and change.

This degree prepares those interested in Interdisciplinary Studies, Humanities or Classical Studies/Philosophy majors for successful transfer to four-year institutions. Some variation in requirements may exist at a particular four-year transfer institution; therefore, it is essential that students refer to the catalog of the prospective transfer institution and consult a counselor. General Education courses should be carefully selected to meet the requirements of the intended transfer institution; some transfer institutions require more General Education units than required by this AA degree.

AA – Humanities (General)

Freshman Year

Humanities 1 (Philosophy, The Sciences, Epic Poetry)	3
Humanities 3 (Film, , Drama, Music, Visual Arts, Lyric Poetry)	3
Anthropology 5 (Cultural Pluralism: Anthropological Perspectives of Race, Class, Gender and Ethnicity)	3
Philosophy 4 (Introduction to Philosophy: Theory of Knowledge)	3
Humanities 10 (The American Style)	3
Religious Studies 1 (Religions of the World)	3
Art 4 (Art History: Ancient)	3
General Education Courses:	
Physical Education	
English Composition (Language and Rationality)	
Mathematics	
Social and Behavioral Sciences	
Natural Sciences	
Health Education	

Sophomore Year

Humanities 28 (The Classic Myths)	3
Humanities 35 (Greek Tragedy)	3
Philosophy 2 (Introduction to Philosophy: Ethics)	3
History 1 (History of Western Civilization to 1600)	3
History 2 (History of Western Civilization since 1600)	3
Art 5 (Art History: Renaissance to Modern)	3
General Education Courses:	
Physical Education	
American Cultures	
American Institutions	
Humanities	
Communications and Analytical Thinking	
Total units required	60

Sacramento City College

A major in General Humanities may be obtained by completing a combination of 18 units from courses in ARTH 300, 302, 304, 306, 308, 310, 312, 324, 328, 330, 332, 35; ENGLT 303, 310, 311, 320, 321, 331, 332, 345, 360, 370, 380, 392, 401, 494; Foreign Language course 411, 412; HIST 300, 302, 364, 365; Humanities; Music: MUFHL 305, 310, 311; Philosophy; COMM 305; TA 300, 302, 303, 312. A student must take courses from at least five of the nine areas including one course in General Humanities.

The Associate in Arts Degree may be obtained by completion of a minimum of 18 units from at least five of the nine areas, including one course from Humanities, plus general education requirements, and sufficient electives to meet a 60-unit total.

College of Alameda Humanities (HUMAN)

The AA degree will be awarded upon completion of the major course requirements listed below and the General Education requirements for the Associate in Arts Degree listed in the Degrees, Programs & Transfer Requirements section of this Catalog.

Courses required for the major: Units

HUMAN 1 Introduction to Humanities 3

Plus: Two (2) courses (6 units) Units
from the following:

ASAME 45A Asian-American History to 1945 3
ASAME 45B Asian-American History 1945-Present 3
HUMAN 2 Human Values 3
HUMAN 3 Future Studies 3
HUMAN 13A Myth, Symbol and Folklore 3
HUMAN 13B Myth, Symbol and Folklore 3
HUMAN 40 Religions of the World 3
HUMAN 51A: Latin-American Folklore 3
HUMAN 51B: Latin-American Folklore 3
HUMAN 51C: Latin-American Folklore 3
M/LAT 2A: Latin-American Folklore 3
M/LAT 2B: Latin-American Folklore 3
M/LAT 2C: Latin-American Folklore 3
¹ Students will receive credit for one course only.

Plus: One course (3 units) from the following electives:

ART 1 Introduction to Art History 3
MUSIC 10 Music Appreciation 3

MUSIC 12A Intro to Music Lit: to 1827 3
MUSIC 12B Intro to Music Lit: 1828-Pres 3
Plus: One course (3 units) from
the following electives:
MATH 15 Math for Liberal Arts Students 3
PHIL 1 Introduction to Philosophy 3
PHIL 2 Social & Political Philosophy 3
PHIL 4 Philosophy of Religion 3
PHIL 5 Ethical Problems 3
PHIL 10 Logic 3
PHIL 20A History of Philosophy 3
PHIL 20B History of Philosophy 3
Plus: One course (3 units) from
the following electives:
ENGL 17A Shakespeare 3
ENGL 17B Shakespeare 3
ENGL 27A Bible as Literature: Old Test 3
ENGL 27B Bible as Literature: New Test 3
ENGL 30A Intro to American Literature 3
ENGL 30B Intro to American Literature 3
ENGL 31 African-American Literature 3
ENGL 32A Contemporary Women Writers 3
ENGL 32B Contemporary Women Writers 3
ENGL 33A Intro to Contemporary Lit 3
ENGL 33B Intro to Contemporary Lit 3
ENGL 36 Women in Literature 3
ENGL 67 African-Amer Writers (Poetry) 3
Total Required Units 18