

New Degree Planning Document: Master of Arts in Humanities
Department of Humanities & Religious Studies
May 11, 2012

This document is organized based on the University Policy “Procedures for Requesting Projection of New Degree Programs on the CSUS Academic Master Plan—Regular, Fast Track and Pilot Programs” section of the “Policy for New Degree Programs” (<http://www.csus.edu/umannual/AcadAff/FSP00010.htm>) Numbers/letters have been added for ease of cross-referencing.

1. Purpose, scope, and content of the proposed program

The purpose, and to some extent the scope and content, of the proposed M.A. in Humanities is set forth in the Program Proposal Form B description and justification (for the full document see from the FS 4/15 or 4/12 agenda [Attachment C](#)):

The Humanities M.A. program is designed to take the place of the Liberal Arts Master’s Program. To a large extent, this simply involves naming the current LIBA program what in fact it now is: a graduate program in Humanities. Along with this desire to name the program appropriately, we aspire to make the Humanities M.A. the most effective graduate program in the CSU system for the preparation of students to teach Humanities at the community college level. Our research into current graduate programs throughout the state, at CSU campuses and beyond, indicates that no program currently exists.

The Liberal Arts Master’s Program has, over the past several years, gravitated towards being primarily a program in the Humanities. Most of our students are interested in teaching Humanities at the community college level. Due to state law encouraging close correlation between degree and subject taught, however, the name of our program is a stumbling block (applicants need to argue for “equivalency”). Merely in light of this practical consideration, therefore, a change (in name, at least) is justified. Our desire to enhance the program involves some additional changes involving application procedures, admissions standards, and curricular structure. All of the necessary curriculum to enable this transition is already in place. The most significant change will not involve curriculum, but rather a much more stringent admissions process (to include requiring a B.A. in Humanities or equivalent as prerequisite for admission) and an emphasis on outreach designed to attract qualified applicants from throughout the state.

Regarding the scope of the proposed program, in terms of both curriculum and target enrollment the M.A. in Humanities will be very similar to the Liberal Arts Master’s Program during the period of its most robust enrollment. (In order to facilitate transition to the new master’s program, enrollment and therefore course offerings in LIBA have intentionally been diminished; details below.) Like LIBA, the Humanities program is 30 units, including the 3-unit Culminating Experience. Also like the LIBA, Humanities has three core requirement courses (9 units). All courses to be included in the new program’s curriculum are already in place and have been offered on at least one occasion. The curriculum is set forth in detail below in 4.A. For the full side-by-side (Humanities-LIBA) Catalog listing see from the FS 4/15 or 4/12 agenda [Attachment C-1](#).

The following chart illustrates the diminishing enrollment in the Liberal Arts Master’s Program, beginning Fall 2008 when for the first time in recent memory we did not offer LIBA 200A, the first in the core requirement sequence of seminars and therefore normally one of the courses that students take upon entering the program. This process of diminishing was intentional, as we began to prepare for transitioning to a newly designed program. In the meantime, while the numbers are down and therefore so too are curricular offerings, the overall quality of students has increased. (Note: the total enrollment figures are drawn from the 2011 OIR *Factbook*, which also provides enrollment figures for new students—but, as the chart shows, these figures for reasons unknown are considerably lower than the actual, as attested by enrollment in LIBA 200A.)

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Enrolled in 200A	17	17	17	16	15	N/A	14	N/A	13
OIR “New student”				9	8	3	5	6	
Total enrollment				48	42	31	32	29	

The projected enrollment of the M.A. in Humanities approximates the enrollment numbers of the LIBA program during the period through academic year 2007-2008, with a target number of new students of 17 and total enrollment of about 40.

The curricular plan for the proposed M.A. program calls for offering four to five seminars per semester, with the core sequence HRS 200A and HRS 200B every fall and spring, respectively. As the following list of graduate seminars for the period Fall 2003 through Spring 2008 illustrates, this number of seminars is in keeping with standard practice during the period of normal enrollment. Enrollment in these seminars averaged about 15 students.

Fall 2003

- LIBA 200A Culture and Expression: Prehistory to the Middle Ages (Brodd)
- LIBA 204 Performance of Culture (Utz)
- LIBA 207 Foundations of Contemporary Consciousness (Williamson)
- LIBA 235 Pact With the Devil: Faust in Literature, Music, and Art (Gelus)
- HRS 202 Ideas in Conflict (Platzner)

Spring 2004

- LIBA 200B Culture and Expression: Renaissance to the Present (Craft)
- LIBA 216 Historical Reflections on the American Dream (Buckman)
- LIBA/HRS 224 Religions of the Roman Empire (Brodd)
- LIBA 234 The Gothic Spirit (Gregory)

Fall 2004

- LIBA 200A Culture and Expression: Prehistory to the Middle Ages (Brodd)
- LIBA 205 Space and Time from Plato to Einstein (Dowden)
- HRS 220 Religious Studies (Women and Religion) (Dubois)
- LIBA/HRS 243 The Holocaust (Platzner)

Spring 2005

- LIBA 200B Culture and Expression: Renaissance to the Present (Shinbrot)
- LIBA 208 Politics in the Age of the Antichrist (Williamson)
- LIBA 211 Psychological Issues in Film (Kalish)
- LIBA 215 Images of America at Home and Abroad (Donath)
- LIBA/HRS 222 Evolving Concepts of God (Brodd)

Fall 2005

- LIBA 200A Culture and Expression: Prehistory to the Middle Ages (Brodd)

HRS 202	Ideas in Conflict (Platzner)
LIBA/HRS 224	Religions of the Roman Empire (Brodd)
HRS 296A	Magic, Alchemy, and Witchcraft in the Middle Ages (Gregory)
Spring 2006	
LIBA 200B	Culture and Expression: Renaissance to the Present (Shinbrot)
LIBA 204	Performance of Culture (Rice)
LIBA 207	Foundations of Contemporary Consciousness (Williamson)
LIBA 217	Ordinary America (Donath)
HRS 220	Seminar in Religious Studies (Indian Epic Literature) (Dubois)
HRS 296B	Early Christian Literature (Nystrom)
Fall 2006	
LIBA 200A	Culture and Expression: Prehistory to Late Antiquity (Brodd)
LIBA 209	Versions of the Self in Western Literature and the Arts (Platzner)
HRS/LIBA 210	Gender and Religion in Cross-Cultural Perspective (Stiles)
LIBA 215	Images of America at Home and Abroad (Donath)
LIBA 234	The Gothic Spirit (Gregory)
Spring 2007	
HRS 202	Ideas in Conflict (Shinbrot)
LIBA 200B	Culture and Expression: Middle Ages and Renaissance (Gregory)
LIBA 205	Space and Time from Plato to Einstein (Dowden)
LIBA 208	Politics in the Age of the Antichrist (Williamson)
LIBA 216	Historical Reflections on the American Dream (Buckman)
LIBA 235	Pact With the Devil: Faust in Literature, Music, and Art (Gelus)
Fall 2007	
LIBA 200A	Culture and Expression: Prehistory to Late Antiquity (Brodd)
LIBA 200C	Culture and Expression: The Modern Period (Platzner)
LIBA 217	Ordinary America (Donath)
LIBA/HRS 222	Evolving Concepts of God (Nystrom)
HRS 296A	Magic, Alchemy, and Witchcraft in the Middle Ages (Gregory)
Spring 2008	
HRS 202	Western Aesthetics: Traditions and Revisions (Shinbrot)
LIBA 200B	Culture and Expression: Middle Ages and Renaissance (Gregory)
LIBA 207	Foundations of Contemporary Consciousness (Williamson)
LIBA/HRS 228	Early Christian Literature (Nystrom)

2. Assessment of the need for the program

A survey of Humanities programs at community colleges in our area indicates the close parallels between their curricular design and that of our proposed program:

American River College

<http://www.arc.losrios.edu/>

- Humanities courses:
 - HUM 300 Classical Humanities
 - HUM 310 Modern Humanities
 - HUM 320 Asian Humanities
 - HUM 326 Middle Eastern Humanities
 - HUM 330 Humanities of the Americans (includes European influences)

Cosumnes River College

<http://www.crc.losrios.edu/>

- Humanities courses:
http://www.crc.losrios.edu/Areas_of_Study/Humanities_and_Social_Science/Humanities/Courses.htm
 - HUM 300 Classical Humanities
 - HUM 301 Introduction to the Humanities
 - HUM 310 Modern Humanities
 - HUM 320 Asian Humanities
 - HUM 331 Latin American Humanities
 - HUM 332 American Humanities (20th Century)

Folsom Lake College

<http://www.flc.losrios.edu/>

- Humanities courses:
 - HUM 300 Classical Humanities
 - HUM 310 Modern Humanities
 - HUM 320 Asian Humanities
 - HUM 332 American Humanities (20th Century)
 - HUM 340 African American Humanities

Sacramento City College

<http://www.scc.losrios.edu/>

- Humanities courses:
 - HUM 300 Classical Humanities
 - HUM 310 Modern Humanities
 - HUM 332 American Humanities (20th Century)

Sierra College (Rocklin, Grass Valley, Truckee, Roseville Gateway)

<http://www.sierracollege.edu/>

- Humanities courses:
 - HUM 1 Introduction to the Humanities I
 - HUM 2 Introduction to the Humanities II
 - HUM 3 Introduction to Asian Humanities
 - HUM 5 Classical Roots of the Contemporary Western World

Lake Tahoe Community College (on Quarter system)

<http://www.ltcc.edu/>

- Humanities: <http://www.ltcc.edu/academics.asp?scatID=5&catID=31>
- Humanities courses:
 - HUM 101 Ancient Western World
 - HUM 102 The Middle Ages, Renaissance, and Baroque Eras
 - HUM 103 The Modern World

Other M.A. programs in Humanities at CSUs and other California institutions tend more toward curricular structure based on thematic groupings. None of them provides a curricular structure or set of courses nearly so apropos to the development of qualified community college instructors as does our proposed program.

- San Francisco State University, M.A. Program in Humanities:
<http://www.sfsu.edu/~bulletin/current/programs/humanit.htm#1601>

- CSU Northridge, M.A in Humanities: <http://tsengcollege.csun.edu/programs/HUMA>
- CSU Dominguez Hills, M.A. in Humanities (Humanities External Degree): <http://www.csudh.edu/catalog/2009-2011/HumanitiesExternal.htm>
- Mount St. Mary’s College (Los Angeles), M.A. in the Humanities: <http://www.msmc.la.edu/graduate-programs/humanities.asp>
- Dominican University of California (San Rafael), M.A. in the Humanities: <http://www.dominican.edu/academics/ahss/hum/graduate>

As noted above, the current pool of students enrolled in the Liberal Arts Master’s Program is of relatively quality; many of them would be strong candidates for re-classifying into the proposed M.A. in Humanities. During the past several years, the majority of applicants to the LIBA program have held B.A. degrees in Humanities or equivalent. While this has never been a formal requirement for admission, clearly those who have been attracted to the program typically have an academic background that is quite closely related. For example, among the applicant pool for admission in Fall 2007, the last year that LIBA 200A was offered successively year after year, there were 23 applicants. 17 of them held B.A. degrees in Humanities or closely related fields of study: Humanities (7), English/Literature (7), Philosophy (3), and Religious Studies (2).

Another significant pool of potential applicants is comprised of those who previously would have applied for our University’s History M.A. with Humanities concentration, which has been deleted in light of the proposed Humanities M.A. program. To a person, most of these students would have preferred a standalone program in Humanities. They have also tended to have strong undergraduate records, and all of them, per admission requirements, had B.A. degrees in Humanities or a suitable equivalent. Annually there were about five new students entering the History M.A. with Humanities concentration.

Based on our analysis, there is a great deal of potential for attracting qualified students to the program from other CSUs and from UCs. As the following chart illustrates, in recent years most of the institution of origin of most students enrolled in the LIBA program was Sacramento State, with no students from other CSUs and only a few from UCs:

	2006	2007	2008	2009	2010	5-Year Mean
Sac State	7	5	3	2	4	4
Other CSU	0	0	0	0	0	0
UC	2	3	1	1	1	2
% Sac State	70.0%	62.5%	75.0%	40.0%	66.7%	62.8%

With proper outreach efforts—and this is a focal point of our strategies as we commence the new program—we are confident that we can attract students from both CSUs and UCs. In our most immediate area alone, there are Humanities programs similar to our own at CSU Chico (<http://www.csuchico.edu/humanities/>), San Francisco State University (<http://www.sfsu.edu/~hum/>), and San Jose State University (<http://info.sjsu.edu/web-dbgen/catalog/departments/HUM.html>) UC Davis has an interdepartmental “Humanities Program,” although it does not offer a degree in Humanities per se (but a B.A. with this curriculum likely would meet the equivalent degree qualification of our proposed program’s admission requirements).

3. Estimate of the resources required to operate the proposed program

The resources required to operate the proposed program will be equivalent to those required to operate the LIBA program during its period of robust enrollment. Offering four or five seminars per term will require allocation of 12 to 15 WTUs. The Graduate Coordinator will be granted 3 WTUs of release time over the course of the academic year, per current practice. Until three years ago, the Coordinator of the LIBA program was granted 6 WTUs of release time, and so the overall allocation of resources will actually be reduced somewhat relative to the period ending 2007-2008.

Since 2006, the Department of HRS has offered 39 different courses that fulfill GE/GR requirements. Both concentration programs integrate a high number of these courses into their curricular plans. This emphasis on GE/GR, along with relatively high enrollment caps, yields one of the University's highest student/faculty ratios, and therefore our department is relatively cost-efficient. SFR for the ten terms beginning Fall 2006 and ending Spring 2011 was 31.6 lower-division, 35.6 upper-division, and 7.7 graduate, yielding a departmental total of 31.0. The College of Arts & Letters total during this same period was 23.8 and the University total was 23.1. It is therefore the case that the Department of HRS can afford to offer a robust graduate program.

4. Departmental programmatic impact statement

A. Soundness and adequacy of proposed curriculum

The proposed curriculum parallels both that of the undergraduate Humanities program and that of the typical community college Humanities program. Our B.A. degree requires completion of four lower-division survey courses in Western (HRS 10 and 11) and Asian (HRS 70 and 71) Humanities. Upper-division core requirements consist of HRS 105 (Approaches to the Humanities), a course from the HRS 190 series (Seminar in Humanities and Religious Studies), and the capstone seminar HRS 195 (Seminar in Humanities). There are three required elective areas: Ancient–Renaissance, Enlightenment–Postmodern, and Global/Non Western.

As the following presentation of the proposed M.A. curriculum (with Catalog descriptions of the courses) helps to clarify, the program parallels closely the B.A. curricular plan. HRS 200A and 200B are designed to parallel HRS 10 and 11. HRS 202 is a graduate version of HRS 105. The Ancient Humanities and Modern Humanities elective areas correspond with the undergraduate areas Ancient–Renaissance and Enlightenment–Postmodern. The Global Humanities area incorporates subject matter covered in HRS 70 and 71 while also correlating to the undergraduate elective area Global / Non Western. The HRS 290 series is paired with the HRS 190 series, and so these seminars go beyond providing curricular parallels to actually affording undergraduates and graduates to intermix and to benefit from each others' shared intellectual endeavors.

Requirements - Master of Arts Degree

Units required for the M.A. degree: 30, with minimum 3.0 GPA

Courses in parentheses are prerequisites.

A. Required Courses (9 units)

- (3) HRS 200A. Culture and Expression: Prehistory to Middle Ages
Interdisciplinary seminar on cultural movements, figures, and art forms of eras from prehistory to the European Middle Ages. Focus on the West with some global comparison. Emphasis on theoretical perspectives, methods, and research techniques germane to the humanities.
- (3) HRS 200B. Culture and Expression: Renaissance to Present (HRS 200A or instructor permission)
Interdisciplinary seminar on cultural movements, figures, and art forms of eras from the Renaissance to the present. Focus on the West with some global comparison. Emphasis on theoretical perspectives, methods, and research techniques germane to the humanities.
- (3) HRS 202. Western Aesthetics: Traditions and Revisions
Introduction to critical methodologies in the Humanities and to techniques of formal analysis as applied to specific eras and artworks in Western cultural history.

B. Electives (18 units)

Choose two areas from the three below (A. Ancient Humanities; B. Modern Humanities; C. Global Humanities). Students must complete 9 units in each of the two selected areas (18 units total). 3 of the 18 units may consist of any HRS 100-level course with approval of the Graduate Coordinator, AND 3 of the 18 units may consist of HRS 299 with approval of the Graduate Coordinator.

A. Ancient Humanities

- (3) HRS 222. Evolving Concepts of God: Portrait of Deity in Monotheistic Religions
Seminar traces the historical origin and cultural evolution of the God concept in monotheistic religions. Topics include the archaeological record of humanity's earliest religious artifacts, evidence for the prehistoric worship of the "Great Goddess" figure, an examination of the polytheistic religions of the ancient Near East and their influence on the development of monotheism. Analyzes the evolving portrait of the Deity in the Hebrew Bible (Old Testament), the New Testament, and the Koran.
- (3) HRS 224. Religions of the Roman Empire
Survey of the major religious beliefs and practices in the Greco-Roman world from 100B.C.E. – 400C.E. Topics include traditional Greek and Roman religions, healing cults, philosophical religion and Gnosticism.
- (3) HRS 228. Early Christian Literature
Survey of the major genres of Christian literature in the first three centuries CE and their relationship to the development of Christian thought and institutions. Topics include the New Testament; Jewish-Christian literature; Gnostic Christian literature; apocryphal gospels, acts, epistles, and apocalypses; polemical literature; lives of saints; and canons and creeds produced by early church councils.
- (3) HRS 234. The Gothic Spirit
Arts and ideas of the twelfth and thirteenth centuries in Western Europe, structured according to the principle of the "reconciliation of opposites." The Gothic period sees such opposites as faith and reason, vertical and horizontal (in architecture), counterpoint brought into harmony (in music). The period culminates in Dante's

masterpiece, the Divine Comedy, which exhibits the reconciliation of opposites in such sets as female/male, faith/reason, human/divine, beauty/horror, and chaos/harmony.

- (3) HRS 290B. Seminar in HRS: The Body
Seminar for graduate students studying in the Department of Humanities and Religious Studies. Examines cultural constructions of the body through analysis of art and literature and through the insights of media studies, cultural studies, sociology, psychology, and anthropology.
- (3) HRS 290C. Seminar in HRS: Consciousness
Seminar for Humanities and Religious Studies majors. Examines philosophies and theories of perception as applied to cultures, religious traditions, nature, film, and literature. Investigates consciousness through examination of the subjectivity of human perception.
- (3) HRS 290D. Seminar in HRS: Death and Afterlife
Seminar for graduate students studying in the Department of Humanities and Religious Studies. Examines myths, theories, and perceptions of death and afterlife in cross-cultural and historical perspective through analysis of literature, the visual arts, and music.
- (3) HRS 290H. Seminar in HRS: The Hero
Seminar for graduate students studying in the Department of Humanities and Religious Studies. Examines the hero in cross-cultural and historical perspective through analysis of visual artifacts, literature, history, philosophy, music, and film.

B. Modern Humanities

- (3) HRS 205. Space and Time
Introduction to significant philosophical issues involving space and time. An investigation into the current state of these issues. Note: No background or work in mathematics or physics is required. Prerequisite: 6 units in philosophy or instructor permission. Cross-listed: PHIL 192D; only one may be counted for credit.
- (3) HRS 209. Versions of the Self in Western Literature and the Arts
Traces the stages through which the concept of the "self" emerges in Western literature, philosophy and the arts, from Antiquity to the 20th Century. Focus is on the transformation of moral identity as the West moves from a divinely ordered cosmos to a relativized universe.
- (3) HRS 216. Historical Reflections on the American Dream
Multicultural exploration of how our nation's history has been constructed, experienced, told and valued from varying ethno-cultural points of view, including each student's personal history.
- (3) HRS 217. Ordinary America
Inquiry into the issues, theories, and methods associated with popular and material culture studies in order to provide students with insights into the past and present nature of American experience. Intended to be an exploration of the ways in which popular and material culture both reflect and contribute to the search for meaning in everyday life.
- (3) HRS 235. Transcendence & Transgression in the Romantic Period
Interdisciplinary study of Romanticism and other literary, philosophical, and artistic

- movements of the 18th and 19th centuries. Topics will vary from term to term.
- (3) HRS 236. Modernism: Contingent Realities of Self and World
Interdisciplinary studies in the arts of the modern era.
 - (3) HRS 290B. Seminar in HRS: The Body
 - (3) HRS 290C. Seminar in HRS: Consciousness
 - (3) HRS 290D. Seminar in HRS: Death and Afterlife
 - (3) HRS 290H. Seminar in HRS: The Hero

C. Global Humanities

- (3) HRS 290B. Seminar in HRS: The Body
- (3) HRS 290C. Seminar in HRS: Consciousness
- (3) HRS 290D. Seminar in HRS: Death and Afterlife
- (3) HRS 290H. Seminar in HRS: The Hero

C. Culminating Requirement (3 units)

HRS 500. Culminating Experience (Advanced to candidacy and permission of the Graduate Coordinator)

Please see above (2.) for course listings in Humanities programs at area community colleges, indicating the proposed program’s appropriate curriculum for purposes of developing highly qualified instructors of Humanities.

B. Match of the new program to the Department’s goals and objectives

The goals and objectives of the proposed M.A. in Humanities naturally align with the goals and objectives of the undergraduate Humanities program.

Part of the alignment involves the correlation between our lower-division core requirement courses and the course offerings in community college departments of Humanities—the very courses for which the new master’s program aspires to provide highly qualified instructors. HRS has a vested interest in seeking to assure such quality. As illustrated by the following chart, transfer students declaring the HRS major outnumber freshmen declaring the HRS major by nearly four to one, while the average ratio in the College of Arts & Letters is about two to one. This means that a relatively high number of new majors have already completed lower-division requirements at community colleges. HRS therefore has an especially significant stake in the quality of instruction at the community college level of those courses that count as equivalent to our HRS 10, 11, 70, and 71.

	2006	2007	2008	2009	2010	5-Year Mean
Freshmen	3	5	1	5	2	3
% of A&L	0.9%	1.5%	0.3%	1.2%	0.6%	0.9%
Transfer	9	15	8	12	12	11
% of A&L	1.4%	2.4%	1.5%	1.8%	2.1%	1.8%

The natural alignment of goals and objectives is also apparent through consideration of the B.A. program’s five learning goals and the propose M.A. program’s curriculum (for Catalog descriptions

of each course refer to 4.A. above). All of the courses in the proposed curriculum contribute to meeting these learning goals, along with meeting at least some of the specific learning outcomes that they encompass.

1. Knowledge of Human Cultures: Students majoring in Humanities & Religious Studies should be able to demonstrate knowledge of human cultures, their values and forms of expression in ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.
 - 1.1. Explain the distinguishing values and prominent forms of literary and artistic expression of the major eras of Western and Asian cultures.
 - 1.2. Analyze cultural transformations through time, recognizing both persistent aspects and innovations, and proposing well reasoned explanations for such.
 - 1.3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.

2. Intellectual and Communication Skills: Students majoring in Humanities & Religious Studies should be able to demonstrate analytical reading skills, critical thinking skills, and effective written and oral communication skills in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits.
 - 2.1. Demonstrate ability simultaneously to extract and construct meaning when reading diverse texts.
 - 2.2. Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
 - 2.3. Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose. [These are adapted from the English Dept. Writing Assessment Scoring Rubric]
 - 2.4. Present information orally in a persuasive, logical, and organized manner that draws effectively on relevant evidence.

3. Lifelong Learning: Students majoring in Humanities & Religious Studies should be able to acquire foundations and skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.
[From VALUE rubrics: Lifelong Learning and Civic Engagement]
 - 3.1. Explore a topic in depth, yielding insight and information indicating special interest in the subject.
 - 3.2. Make explicit references to previous learning and apply in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
 - 3.3. Review prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.
 - 3.4. Demonstrate evidence of self-reflection on perspectives because of working within and learning from diversity of communities and cultures.
 - 3.5. Express, listen, and adapt ideas and messages based on others' perspectives.

4. Integrative Learning: Students majoring in Humanities & Religious Studies should be able to

demonstrate ability to synthesize and undertake cross-disciplinary study and learning in order to understand holistically the place and relevance of these fields and their subject matter.

[4.2, 4.3, and 4.4 from Integrative Learning VALUE rubric]

- 4.1. Apply learning acquired in Humanities & Religious Studies as context for studying (within and/or outside of HRS) from relevant disciplinary perspectives such as history, English, philosophy, and art history.
 - 4.2. Select and develop examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.
 - 4.3. Create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.
 - 4.4. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.
5. Competence in the Disciplines (Humanities): Students majoring in Humanities & Religious Studies with Humanities Concentration should be able to demonstrate knowledge and skills of theoretical and methodological approaches appropriate to the field in order to achieve advanced levels of interpretation and analysis of various forms of expression in a variety of cultures.
- 5.1. Analyze the impact that key historical events have on changing styles and concepts in art, literature, and music (or on the changing cultural landscapes of their time).
 - 5.2. Develop a clear understanding and vocabulary of basic stylistic principles and ideas across the disciplines (literature, art, music, history and philosophy).
 - 5.3. Conduct cross-disciplinary research and analysis.
 - 5.4. Demonstrate the ability to use and apply a basic vocabulary of terms and principles that refer to the visual arts, literature, and philosophy.
 - 5.5. Identify and analyze the stylistic expression of specific ideas in art, architecture, music, literature, and philosophy and show how they vary across cultural boundaries and historical contexts.
 - 5.6. Conduct thorough research germane to the humanities using library resources.

C. Relative priority of the new program in relation to existing programs

For all of the reasons indicated in this report, the Department of Humanities & Religious Studies plans to grant the new M.A. program high priority, while not putting at risk the quality of our undergraduate programs.

D. Competency of existing faculty to offer the proposed program

Faculty areas of expertise:

Jeffrey Brodd (HRS)

Classical Greece and Rome; classical and world mythology; world religions; religious studies methodology.

Alyson Buckman (HRS)

Contemporary American culture, including gender studies, science fiction and fantasy, multicultural studies, and literature.

Jackie Donath (HRS)

American popular and material cultures; American visual arts; design.

Bradley Dowden (Philosophy)

Philosophy of science.

Joël Dubois (HRS)

World religions, Hindu & Buddhist traditions, Indian philosophy, Sanskrit, Early Orthodox & Catholic Christian Spirituality.

Candace Gregory-Abbott (History)

Medieval and Renaissance; world history.

Maria Jaoudi (HRS)

Spirituality and Inter-religious Dialogue in World Religions; Ecology; Medieval & renaissance Humanities; Film.

Bradley Nystrom (HRS)

Classical Greece and Rome; Greek and Roman religions; New Testament; Christianity.

Victoria Shinbrot (HRS)

19th and early 20th century British, European, & American literature, intellectual history and interdisciplinary studies.

Course offered previously (with number of times offered by faculty):

200A Culture and Expression: Prehistory to Middle Ages: Brodd (7), Nystrom (1)

200B Culture and Expression: Renaissance to Present: Gregory-Abbott (2), Shinbrot (4)

202 Western Aesthetics: Traditions and Revisions: Shinbrot (4)

205 Space and Time: Dowden (5)

209 Versions of the Self in Western Literature and the Arts: Toise

216 Historical Reflections on the American Dream: Buckman (3)

217 Ordinary America: Donath (3)

222 Evolving Concepts of God: Brodd (2), Nystrom (1)

224 Religions of the Roman Empire: Brodd (4)

228 Early Christian Literature: Nystrom (2)

234 The Gothic Spirit: Gregory-Abbott (3)

235 Transcendence & Transgression in the Romantic Period: Shinbrot (4)

236 Modernism: Contingent Realities of Self and World: Shinbrot (2)

290B Seminar in HRS: The Body: Buckman (1)

290C Seminar in HRS: Consciousness: Jaoudi (1)

290D Seminar in HRS: Death and Afterlife: Brodd (1)

290H Seminar in HRS: The Hero: Donath (1)

E. Additional resources (faculty, operating expenses, equipment, facilities, space, support services, and other) needed to operate the program in accord with acceptable standards

As noted at various points above, the M.A. in Humanities will be replacing the Liberal Arts Master's Program, which has been in existence since the early 1990s. We do not anticipate needing any

additional resources beyond those that have been needed through the years of operating the LIBA program.