

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Humanities
Degree Type:	(e.g. BA; BAS; BDEM; BHRM; BPA; BSW; etc.) BA
Degree(s):	Specialized Honours (120 credits); Honours (120 credits); Honours Double Major (120 credits); Honours Double Major Interdisciplinary (120 credits); Honours Major/Minor (120 credits); Honours Minor (120 credits); Honours iBA (120 credits); Bachelor (90 credits)
Department/School:	Humanities
Submission Date:	

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
1. Depth and Breadth of Knowledge	<p>-the ability to engage in sustained analysis of a range of different literary, visual, and other cultural productions</p> <p>-the ability to present ideas and arguments in a coherent and reasoned manner, both orally and in written works of a scholarly nature</p> <p>-an understanding of the significance of interdisciplinarity in academic research, including the recognition that, in bringing together texts from a wide range of discourses whose hermeneutical principles are often viewed as radically distinct, they are enabled to develop a dialogical relationship among divergent discourses and, therefore, an approach to learning and a conception of authority that engages, is grateful for, and sustains difference</p>	<p>-demonstrate (i) an understanding of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts</p> <p>-identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the human and of human community that has as its basis the dignity of all</p> <p>-identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself</p> <p>-foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures</p>	<p>-Note on all six sections of this document: Humanities is far too diverse and large a department to be able to begin to align particular courses with the six fields addressed in this document. By aligning one or more particular Foundations courses or one or more upper-level courses with specific expectations and requirements in, for example, the section on methodologies or the section on application of knowledge, one would necessarily omit many other equally important courses. The reason for this is that the objectives of the Humanities program are not attained through taking a particular course but through combinations of courses. That is, because of the emphasis in Humanities on knowledge of that spans not only various disciplines but also various cultures, it is through the combination of courses that students will achieve their and our goals. Humanities courses are thus not only interdisciplinary but also interdependent in helping students to achieve the program's expectations and goals. What Humanities courses do share in common in regard to methods and activities, however, is the emphasis on and commitment to text-centred, discussion oriented tutorials and seminars in the effort to make as intense and as meaningful as possible the investigation of the diversity of human experience – an investigation, as we note below, that, in our department, is now truly global and that spans a vast geographical and historical range.</p>

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2. Knowledge of Methodologies	<p>-a knowledge of methodologies that span various disciplines and that will enable them to deal with the fundamental questions of what it means to be human, how we create value (and values), and how and why – or whether – those values are justified</p>	<p>-provide a critical analysis of how various cultures have historically encoded their beliefs and how they have transmitted them</p> <p>-ask cross-cultural questions in the attempt to find the best solutions to the social or political crises of our time and develop cross-cultural perspectives on historical, philosophical, political and aesthetic developments</p> <p>-understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the human as found in literature, psychology, sociology, cultural studies, post-colonial theory, philosophy, theology...</p> <p>-take from Humanities both the importance of and commitment to critical skills (critical thinking, reading, and writing), as they provide the foundation for thinking within a curriculum that is truly global and that spans a vast geographical and historical range</p>	

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3. Application of Knowledge	-qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring (i) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts; (ii) working effectively with others; (iii) decision-making in complex contexts	-address, in all situations, whether within or outside the academy, the difference between what is and what ought to be, a difference that is at the centre of all great literature, art, and music – of disciplines across the humanities – and that provides students with the ability to judge the validity of the “texts” by which, in this era of information, they might otherwise be overwhelmed -consider the ethics, concepts, and beliefs of a variety of religious and cultural sources, including those from aboriginal societies and the cultures of Islam, Asia, Europe, Africa and Latin-America -address the interplay between dominant and marginalized culture, and thus evaluate and give strong consideration to the truth claims of those who are marginalized, thereby providing themselves with an alternate perspective on the claims and positions of those in power	

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4. Communication Skills	-the capacity to liberate themselves from unexamined or uncritical assumptions and thus to recognize that thinking is always rethinking – that it involves becoming more thoughtful, more self–possessed, more articulate, more able to develop their position, their argument, and their self-presentation	-be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself) -and thus be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, post-colonial theory, philosophy, theology...	

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5. Awareness of Limits of Knowledge	-cognizance of the complexity of articulating both a comprehensive and an inclusive concept of the human and of human values	-take into account, in both their oral and their written work, how various cultures and discourses use different modes of communication for conveying their fundamental questions and beliefs -show an awareness of the way in which different cultures and discourses interpret the world and a respect for the uniqueness of each -ascertain the way in which different cultures and discourses engage the quest for knowledge and truth as each contributes to our knowledge and conception of humanity	

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6. Autonomy and Professional Capacity	-qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring: (i) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts (ii) the ability to work effectively with others (iii) a capacity for decision-making in complex contexts (iv) the ability to manage their own learning in a range of environments	-do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts -engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues -create for themselves a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others	