**Assessment Plan for the Humanities Program, University of Oregon**

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**Program Mission**

The Humanities major provides the opportunity for motivated and independently minded students to craft an individualized major with a humanistic orientation. Students working toward a Humanities major, which is designed in consultation with the program advisor, pursue their interests in a systematic and coherent way across several disciplines.

 The curriculum of the Humanities Program provides opportunities for the student seeking intellectual coherence and integration, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. It models and encourages the integration of multidisciplinary knowledge and perspectives, including but not limited to literature, history, visual arts, music, philosophy, anthropology, religious studies, ethic and women’s studies, and folklore, as well as emerging disciplines such as Food Studies, Disability Studies, Medical Humanities, and Environmental Humanities. In studying an array of disciplines and perspectives, students gain a broad and diverse understanding of the ways humans and cultures have interpreted and expressed the world.

 The Humanities Program also offers an array of courses that serve non-majors, offering students in all fields an experience of interdisciplinary humanistic study.

**Goals (Learning Outcomes) for Students with a B.A. in Humanities**

Students with a B.A. in Humanities will be able to:

1. read critically and analyze texts from a variety of periods and cultures
2. analyze critically a variety of cultural artifacts such as paintings, sculpture, architecture, and music
3. show familiarity with the cultures that produced these texts and artifacts
4. do research, write clearly, develop a coherent argument, and substantiate that argument with relevant evidence (citations of texts, references to cultural artifacts, etc.)
5. identify ideas that unite different disciplines
6. understand issues of historical contingency and enculturation and, accordingly, be able to reflect critically on the thought systems (e.g. economic, political, religious) inculcated in our own culture.

**Assessment**

One point of assessment comes early in students’ careers, when they may be laying the foundations for their study of the Humanities in the HUM sequence, HUM 101, 102, and 103. Students can take these at any time in their academic career, although most of the students enrolled are freshmen and sophomores. To capture the experience of both Humanities majors and students from other majors who are taking a term to study the Humanities, at the time of the new course evaluation questionnaires (under revision across the university), the professor of the class in the HUM sequence will solicit thought from the students at the end of term, asking “What have you learned in this class that you found surprising?” (this wording often causes students to reflect on their learning more critically) and “How has this class contributed to your understanding of the history of human expression?” If these questions cannot be incorporated into the formal course evaluation, the professor will administer them in class in a short reflection exercise, and tabulate the results.

As a way to capture the degree of more intensive learning from majors, the Humanities Program major requires students to write a paper at the end of their careers at the UO, reflecting on their learning and on the way their self-chosen higher-level courses (7 courses as required by the major) tie together and reinforce each other. This already constitutes a powerful tool both for student reflection and for the assessment of the program. The Head of the Program will tabulate the results of these into a formal report.