

## CHLS Department Goals and Learning Outcomes

**Department Goal 1: Students will effectively learn critical thinking and writing skills.**

**CHLS LO 1 Critical communication skills:** ability to communicate critically and emphatically in both oral and written contexts, including reading, writing, listening, and speaking. Could be adopted in CHLS 101, 104, and 150

**CHLS LO 2 Research skills:** ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem. Could be adopted in CHLS 101, 104, 150, 300, 310

**CHLS LO 4 Philosophical analysis:** ability to understand why and how beliefs, values, assumptions and communication practices interact to shape ways of being and knowing. Could be adopted in CHLS 310

**CHLS LO 5 Critical cultural analysis:** ability to investigate and explain relationships among cultural ideologies and socio-historical experiences, interests, identities, and actions of specific cultural groups. Could be adopted in CHLS 101, 150, 300, 310

**CHLS LO 7 Historical analysis:** ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills. Could be adopted in CHLS 300

**CHLS LO 8 Creative writing and social action:** ability to acquire basic competency in creative writing; ability to apply this skill to the production and presentation of an art project that actively responds to a public issue; ability to sustain the creative process throughout a given project, taking it to completion Could be adopted in CHLS 150, 310

**CHLS Department Goal 2: Students will apply critical and theoretical analyses in written and oral presentations**

**CHLS LO 1 Critical communication skills:** ability to communicate critically and emphatically in both oral and written contexts, including reading, writing, listening, and speaking. Could be adopted in CHLS 101, 104, and 150

**CHLS LO 4 Philosophical analysis:** ability to understand why and how beliefs, values, assumptions and communication practices interact to shape ways of being and knowing. Could be adopted in CHLS 310

**CHLS LO 5 Critical cultural analysis:** ability to investigate and explain relationships among cultural ideologies and socio-historical experiences, interests, identities, and actions of specific cultural groups. Could be adopted in CHLS 101, 150, 300, 310

**CHLS LO 7 Historical analysis:** ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills. Could be adopted in CHLS 300

**CHLS Department Goal 3: Students will conduct research into Chicano/Latino studies subjects using both traditional and electronic sources**

**CHLS LO 1 Critical communication skills:** ability to communicate critically and emphatically in both oral and written contexts, including reading, writing, listening, and speaking. Could be adopted in CHLS 101, 104, and 150

**CHLS LO 2 Research skills:** ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem. Could be adopted in CHLS 101, 104, 150, 300, 310

**CHLS LO 3 Relational communication skills:** ability to interact ethically and effectively in interpersonal and group communication and decision-making processes. Could be adopted in CHLS 101, 300, and 310

**CHLS LO 4 Philosophical analysis:** ability to understand why and how beliefs, values, assumptions and communication practices interact to shape ways of being and knowing. Could be adopted in CHLS 310

**CHLS LO 5 Critical cultural analysis:** ability to investigate and explain relationships among cultural ideologies and socio-historical experiences, interests, identities, and actions of specific cultural groups. Could be adopted in CHLS 101, 150, 300, 310

**CHLS LO 6 Comparative literary analysis:** ability to appreciate and analyze literature in a social, historical, and cultural context; ability to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions. Could be adopted in CHLS 150

**CHLS LO 7 Historical analysis:** ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills. Could be adopted in CHLS 300

**CHLS LO 8 Creative writing and social action:** ability to acquire basic competency in creative writing; ability to apply this skill to the production and presentation of an art project that actively responds to a public issue; ability to sustain the creative process throughout a given project, taking it to completion Could be adopted in CHLS 150, 310

**CHLS Department Goal 4: Students will study culture, history and language in study abroad programs in communities of origin to prepare them for the demands of a global society.**

No courses in this IC project—but other CHLS courses

**CHLS Department Goal 5:** Students will gain practical experience by working with Chicano/Latino community organizations and leaders through service learning and internships.

No courses in this IC project—but I could see Juan’s CHLS 310 course adopting serving learning

**CHLS Department Goal 6: Students will understand the relationship between race, class, gender and ethnicity in Chicano/Latino communities.**

**CHLS LO 4 Philosophical analysis:** ability to understand why and how beliefs, values, assumptions and communication practices interact to shape ways of being and knowing. Could be adopted in CHLS 310

**CHLS LO 5 Critical cultural analysis:** ability to investigate and explain relationships among cultural ideologies and socio-historical experiences, interests, identities, and actions of specific cultural groups. Could be adopted in CHLS 101, 150, 300, 310

**CHLS LO 6 Comparative literary analysis:** ability to appreciate and analyze literature in a social, historical, and cultural context; ability to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions. Could be adopted in CHLS 150

**CHLS LO 7 Historical analysis:** ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills. Could be adopted in CHLS 300

**CHLS Department Goal 7: Students will understand the historical and contemporary condition of Chicanas and Latinas by exploring the relationship between political power and gender oppression**

**CHLS LO 7 Historical analysis:** ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills. Could be adopted in CHLS 300

**CHLS Department Goal 8: Students will understand Chicano/Latino participation in public policy and civic life.**

No courses in this IC project—but other CHLS courses fulfill this

**CHLS Department Goal 9:** Students will understand the changing roles of U.S.-Latin American relations as they relate to migration, globalization and economic development.

No courses in this IC project—but other CHLS courses fulfill this

**CHLS Department Goal 10: Students will understand the historical and political development of the U.S.- Mexican border as it relates to the condition of populations on both sides.**

**CHLS LO 7 Historical analysis:** ability to actively engage our complex multicultural pasts by integrating historical understanding with historical thinking skills. Could be adopted in CHLS 300

**CHLS Department Goal 11: Students will understand the theoretical foundations of cultural studies and how they are applied to [the understanding of ethnic studies in general and ]Chicano/Latino Studies [in particular].**

**CHLS LO 5 Critical cultural analysis:** ability to investigate and explain relationships among cultural ideologies and socio-historical experiences, interests, identities, and actions of specific cultural groups. Could be adopted in CHLS 101, 150, 300, 310

**CHLS LO 6 Comparative literary analysis:** ability to appreciate and analyze literature in a social, historical, and cultural context; ability to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions. Could be adopted in CHLS 150

**CHLS Department Goal 12: Students will interpret, understand and engage literary works within cultural, social, and historical contexts.**

**CHLS LO 6 Comparative literary analysis:** ability to appreciate and analyze literature in a social, historical, and cultural context; ability to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions. Could be adopted in CHLS 150