NEW MEXICO HIGHER EDUCATION DEPARTMENT

*Fostering Student Success from Cradle to Career*



# New Mexico General Education Curriculum Course Certification Form

Application Number 2410

## Institution and Course Information

| | |
|---|---|
| Name of Institution | ENMU |
| Chief Academic Officer Name | Jamie Laurenz |
| Chief Academic Officer Email | Jamie.Laurenz@enmu.edu |
| Registrar Name | DeLynn,Bargas |
| Registrar Email | DeLynn.Bargas@enmu.edu |
| Department | Academic Affairs |
| Prefix | ANTH |
| Number | 1135 |
| Suffix | |
| Title | Introduction to Biological Anthropology |
| Number of Credits | 3 |

**Was this course previously part of the general education curriculum?**

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

**Co-Requisite Course Information**

| | |
|---|---|
| Prefix | ANTH |
| Number | 1135L |
| Suffix | |
| Title | Introduction to Biological Anthropology Lab |

**New Mexico Common Course information**

| | |
|---|---|
| Prefix | ANTH |
| Number | 1135 |
| Suffix | |
| Title | Introduction to Biological Anthropology |

## A. Content Area and Essential Skills

**To which content area should this course be added?** *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

☐ Communications ☐ Mathematics ☒ Science ☐ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Flex

**Which essential skills will be addressed?**

☐ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☒ Quantitative Reasoning ☒ Personal & Social Responsibility

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

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|---|
| List all learning outcomes that are shared between course sections at your institution.<br>Common Course Student Learning Outcomes (find Common Course SLOs at:<br>http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)<br>1. Summarize the basic principles of evolution and recognize how they apply to the human species<br>2. Recognize the biological and behavioral continuity of humans with all life, and especially other modern primate species.<br>3. Identify ways in which the human species is biologically and behaviorally unique.<br>4. Summarize fossil evidence for human evolution.<br>5. Distinguish the major Paleolithic industries and outline the behavioral and cognitive changes indicated by the fossil and archeological evidence.<br>6. Critically evaluate popular accounts of human variation and human evolution.<br>7. Interpret modern human dilemmas (e.g., overpopulation, co-evolution of disease, and genetic engineering) from an evolutionary perspective.<br>8. Discuss in class and analyze in writing scholarly arguments concerning course concepts. |

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

| |
|---|
| n/a |

## C. Narrative

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

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|---|
| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.* |
| |

| |
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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| This course addresses critical thinking through an understanding of the wide range of biological anthropological theory, including an exploration of applying these theoretical frameworks to a variety of contemporary and historical |

methodological approaches. Students are encouraged to analyze information carefully and logically from multiple perspectives, using discipline-specific methods to develop reasoned solutions to practice reasoning/making conclusions through problems in the textbook and article reading assignments. A comparative perspective is taught through the introduction of multiple perspectives, helping students understand key concepts in biological anthropology, which in turn enhances their critical thinking skills. The scientific method is applied in all lecture teaching used to enhance biology-critical thinking skills in students. This model includes elements of inquiry, analysis, and critical evaluation through group presentations. Students are taught problem-setting by formulating empirically testable hypotheses derived from the study of modern humans and primates, and to evaluate evidence by applying logical reasoning skills through scientific criticism and argument. Pedagogical methods that involve active learning engage students in evidence acquisition, such as "learning by doing," are used to teach students to think like biological anthropologists, which inherently includes critical thinking skills. By exploring the various subfields of biological anthropology, such as human biological variation, paleoanthropology, primatology, bioarcheology, and genetic anthropology, students gain a comprehensive understanding of the field and develop critical thinking skills in analyzing evolutionary, historical, and helps students familiarize themselves with the objects of study and apply critical thinking in practical contexts.

**Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Biological anthropologists utilize quantitative methods to understand human evolution and behavior by employing a variety of techniques and approaches that allow for the analysis and interpretation of data in a structured and systematic manner. Here are some specific ways in which these methods are applied throughout the course:
Quantitative Genetics: This approach involves the study of genetic variation and its role in evolution. By using statistical methods to analyze genetic data, anthropologists can understand how genetic traits have evolved over time and how they contribute to human diversity and adaptation. Students will use reading assignments to communicate and represent quantitative information and analyze quantitative arguments.
Paleoanthropology: In this field, quantitative methods are used to analyze fossil data. This includes measuring and comparing the physical characteristics of fossils to understand evolutionary changes and to infer the behavior and lifestyle of ancient hominins. Quantitative methods will be applied by students in paleoanthropological models through group activities.
Bio archaeology: This subfield applies quantitative methods to analyze human remains found in archaeological sites. By examining skeletal remains, anthropologists can determine the age, sex, and health status of individuals, which provides insights into past populations' behaviors, diets, and environmental adaptations. Students will practice the communication/representation of quantitative information through group presentations, portraying the analysis of quantitative arguments, and applying quantitative models in group activities.
Primate Studies: Quantitative methods are also used in primatology to study the behavior and ecology of non-human primates. This includes tracking the movements of primates, measuring their physical characteristics, and analyzing their social interactions to understand primate behavior and its relevance to human evolution. Students will explore the application of quantitative models in their relation to the movements of primates and their social behaviors.
Genetic/Molecular Anthropology: This area combines molecular genetics with anthropological data to trace human migrations and understand the genetic basis of human diversity. Quantitative methods are used to analyze DNA sequences and to compare genetic data across different populations to infer historical migrations and population movements. Students will use reading assignments to communicate and represent quantitative information and analyze quantitative arguments

**Personal & Social Responsibility**. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Personal and social responsibility in biological anthropology is applied through various ethical considerations, community engagement, and the application of knowledge to address societal issues. Here are some specific ways in which these principles are taught throughout this course:

Ethical Research Practices: Biological anthropologists adhere to ethical research practices that respect the rights and welfare of human and non-human subjects. This includes obtaining informed consent, ensuring confidentiality, and minimizing harm. Ethical guidelines are followed when conducting research on human populations, primates, and other organisms to ensure responsible and respectful conduct. This is how ethical reasoning is taught in this course. Students will research topics related to intercultural reasoning and intercultural competence to guide the best ethical research practices. These practices will be utilized in future research discussions during reading assignments and group presentations.

Community Engagement: This involves building relationships, seeking permission, and collaborating with community members. By involving communities in research projects, anthropologists can ensure that their work is culturally sensitive and beneficial to the people it affects. This is how civic engagement, collaboration skills, teamwork, and value systems are taught. Students are engaging within their community through group presentations, as these are prepared to be accessible to any audience, including non-experts.

Applied Anthropology: Biological anthropologists often apply their knowledge to address real-world issues, such as public health, conservation, and human rights. For example, they may work on projects related to disease prevention, nutritional education, or the preservation of endangered species. This application of knowledge demonstrates a commitment to improving society and the environment. This is how sustainability is taught.

Advocacy and Policy (Civic knowledge and engagement): Some biological anthropologists advocate for policies that promote social justice, environmental sustainability, and the ethical treatment of animals. They may work with governments, non-profit organizations, and international bodies to influence policy decisions related to human rights, conservation, and global health. In reading assignments and group discussions, students will examine such policies using the intercultural reasoning and intercultural competence that taught are part of class material.

Reflective Practice: Biological anthropologists engage in reflective practice by critically examining their own biases, assumptions, and the potential impacts of their work. This self-reflection is essential for maintaining ethical standards and ensuring that research is conducted responsibly and with consideration for its broader implications. Reflective practices are key to understanding bias in theoretical frameworks and methods and are taught through reflective assignments connected to reading assignments.

**Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

**D. Assessment (Must be on file with HED by August 1, 2019)**

| | |
|---|---|
| Link to Institution's General Education Assessment Plan | https://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports |

# ANTH 1135 – Lecture (Biological Anthropology)

## Student Presentation: aDNA/Modern DNA Assignment Instructions

**Objective: Demonstrate skills in effectively communicating scientific information.**

Instructions:

For this assignment, you will work in a small group to create and deliver a presentation to the class based on the assigned readings on aDNA and modern DNA analysis. Other groups will be assigned different topics from the course.

The presentations should communicate important concepts from course material on the topic, including an explanation of the ethics and legal considerations involved in DNA analysis.

Presentations should be 15 minutes in length, and be accompanied by Powerpoint slides that aid audience understanding. Refer to the handout on creating effective presentations for tips.

After the work is presented, each student will turn in a short written reflection on how well the team worked together to produce the presentation, with suggestions for future best practices.

**An effective presentation will cover the following elements:**

What are aDNA/DNA analysis? What are the differences between them?

How is each analysis done?

What is the scientific basis for aDNA/DNA analysis?

What are the practical uses of aDNA/DNA analysis?

What intercultural issues arise related to the aDNA analysis of Native American remains?

Ethical issues connected to the performance of aDNA/DNA analysis; and ethical considerations regarding the use of DNA analysis results in different situations.

How have recognition of ethical issues, and different positions on ethical issues in aDNA/DNA analysis changed over time?

Legal issues connected to the performance of aDNA/DNA analysis; and legal considerations regarding the use of aDNA/DNA analysis results in different legal situations. Discusses barriers and facilitators of policy change in this area.

**ANTH 1135 (Lecture) Student Presentation Grading Rubric:**

**Note to committee: The state rubric requires at least TWO of the Personal & Social Responsibility areas to be assessed; we assess four with this assignment.**

| **Personal & Social Responsibility** | **Emerging** | **Developing** | **Proficient** |
|---|---|---|---|
| *Intercultural reasoning* | Describes intercultural issues related to aDNA analysis | In addition to describing intercultural issues, articulates how ethnocentrism can play a role, and affect, research decisions | In addition to the competencies described on the left, discuss best practices for handling Native remains in a culturally sensitive way |
| *Ethical reasoning* | Communicates the need for ethical considerations in aDNA/DNA analysis | In addition to the competencies described on the left, describes changes in ethical considerations/awareness in aDNA/DNA analysis over time. | In addition to the competencies described on the left, discusses the role of cultural relativism with respect to aDNA/DNA analysis practices and interpretation of results. |
| *Civic discourse/policy* | Explains the legal issues associated with aDNA/DNA analysis | In addition to the competencies described on the left , articulates the reasoning behind different positions on legal issues arising from the analysis and use of aDNA/DNA analysis | In addition to the competencies described on the left, discusses evidence for and against the use of aDNA/DNA evidence in legal cases; and discuss barriers to and facilitators of legal/policy change in this area. |
| *Collaboration/teamwork* | Judged by the written reflection on teamwork, student acknowledges ethical responsibility of their role in group work | Judged by the written reflection on teamwork, in addition to the competencies described on the left, students reflect and describe their obligations to the group | Judged by both the final presentation and the written reflections, and in addition to the competencies described on the left, students successfully completed and presented their group project. In their written reflection, they provide a reflection on ways to improve group process and outcomes in the future. |

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# New Mexico General Education Curriculum Course Certification Form

Application Number 2411

## Institution and Course Information

| | |
|---|---|
| Name of Institution | ENMU |
| Chief Academic Officer Name | Jamie Laurenz |
| Chief Academic Officer Email | Jamie.Laurenz@enmu.edu |
| Registrar Name | DeLynn Bargas |
| Registrar Email | DeLynn.Bargas@enmu.edu |
| Department | Academic Affairs |
| Prefix | ANTH |
| Number | 1135L |
| Suffix | |
| Title | Introduction to Biological Anthropology Lab |
| Number of Credits | 1 |

**Was this course previously part of the general education curriculum?**

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

**Co-Requisite Course Information**

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| Prefix | ANTH |
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**New Mexico Common Course information**

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| Prefix | ANTH |
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## A. Content Area and Essential Skills

**To which content area should this course be added?** *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

☐ Communications ☐ Mathematics ☒ Science ☐ Social & Behavioral Sciences
☐ Humanities ☐ Creative & Fine Arts ☐ Flex

**Which essential skills will be addressed?**

☐ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☒ Quantitative Reasoning ☒ Personal & Social Responsibility

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

1. Demonstrate an understanding of the scientific method
2. Employ principles of Mendelian genetics to determine genotype and phenotype probabilities, and calculate gene, genotype, and phenotype frequencies using the Hardy-Weinberg Equilibrium formula.
3. Demonstrate an understanding of cell structure and functions.
4. Use common lab and anthropometric equipment such as a compound microscope and calipers.
5. Discuss primate evolution, and compare and contrast members of the Primate order in terms of structure, behavior, and phylogeny.
6. Classify hominid species based upon selected traits such as anatomical changes associated with bipedalism, changes in the size and structure of the brain, and the development of culture.
7. Locate and describe the major bones of the human skeleton, and identify characteristics of human skeletons or skulls such as gender, age, and ancestry.
8. Discuss current research in genome analysis of various hominid populations.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

n/a

## C. Narrative

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Interpretation of Raw Data: Students are required to apply analytical critical thinking when dealing with the problems of interpretation of raw data as they apply to the evolutionary model. This involves analyzing data to understand evolutionary patterns and processes, which is a fundamental aspect of biological anthropology. This is how evidence evaluation is taught. Evidence acquisition is taught through hands-on lab exercises. Problem-setting is taught through

hypothesis formation and testing: Students are taught to formulate empirically-testable hypotheses derived from the study of physical processes or living things. This involves applying logical reasoning skills effectively through scientific criticism and argument, which is crucial for conducting rigorous laboratory experiments and analyses. Reasoning/Conclusion skills are taught through assignments that emphasize systematic thinking: Students gain and apply the tools to think systematically about how institutions, ideologies, rhetoric, and cultural representations shape a people's biological and evolutionary characteristics. This systematic approach helps in understanding complex interactions and their implications on human evolution and behavior.

Critical Thinking Exercises: Laboratory manuals and workbooks often include critical thinking questions that challenge students to analyze information carefully and logically from multiple perspectives. These exercises help students develop reasoned solutions to problems and enhance their ability to think critically about biological anthropological data and theories.

**Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Students apply quantitative reasoning to a variety of problems in biological anthropology including aDNA/modern DNA analysis, osteological analysis of modern humans and primates, etc. Students learn the concepts, procedures, and techniques necessary to perform quantitative analyses for laboratory assignments and will be able to further apply them through research design study. Throughout the course students will have opportunities to apply quantitative models by forming their own hypotheses to be tested in each laboratory class. Students apply biological anthropology to problems in human identification, which involves quantitative methods to analyze skeletal remains and other physical evidence. Quantitative methods will also be applied across archaeological datasets to address complex problems of human-environmental relationships. This approach involves analyzing large datasets to identify patterns and trends that contribute to understanding human evolution and behavior. Finally, the application of statistical methods in biological anthropological and archaeological research is fundamental, and assignments require students to analyze quantitative arguments. This involves using statistical techniques to analyze data from various sources, such as surveys, genetic databases, and archaeological records, which helps in identifying patterns, correlations, and trends that are crucial for understanding human evolution and behaviors in both historical and contemporary settings. Students will communicate quantitative information and use it form their own independent quantitative arguments in their laboratory methods, analyses, and reports.

**Personal & Social Responsibility**. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Personal and social responsibility is taught through emphasis of ethical research practices that result from intercultural reasoning and intercultural competence. This moves beyond the standard laboratory safety protocols to examine how methods have cultural biases and teaching students to use intercultural competence and reasoning to design and implement strategies to avoid research practices that may cause harm to groups studied in biological anthropology. Students will be encouraged to apply ethical reasoning to the foundational theoretical models and offer suggestions for protective practices in a laboratory setting. This further includes reflective practices. Biological anthropology students engage in reflective practice by critically examining their own biases, assumptions, and the potential impacts of their work. This self-reflection is essential for maintaining ethical standards and ensuring that research is conducted responsibly and with consideration for its broader implications. Students will also be taught

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| ways to teach and share their findings in several settings such as in a traditional classroom, public presentations for a non-expert audience, and in technical laboratory reports for fellow scientists across fields. Civic discourse and engagement is taught by having students identify ways for their research to be presented to others/the public using scientific evidence to dispel harmful historical and/or contemporary research that lacks a statistical or scientific basis. Collaboration and teamwork are emphasized in lab activities. |

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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
| |

**D. Assessment (Must be on file with HED by August 1, 2019)**

| | |
|---|---|
| Link to Institution's General Education Assessment Plan | https://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports |

# Anthropology 1135L Lab #1
## The Scientific Method and Data Collection* in Biological Anthropology

## How we know what we know: applying the scientific method

**Objective:** Students will demonstrate critical thinking through the use of the scientific method.

**Procedure**: We will conduct part one of the assignment in this class period, and part two in the next class period. You will turn in both these pages, which show your data collection, and a separate document you will prepare in response to writing prompts within this assignment.

The scientific method is used to investigate a range of questions within biological anthropology. The primary steps in the method involve generating a research question, constructing a hypothesis to help answer the question, making observations and gathering data that will be used to test the hypothesis, and interpreting the results.

Anthropometry (literally "measuring humans") is one technique used in Biological Anthropology to answer questions about physical human variation. This assignment involves you working in groups to first explore the challenges in making <u>any</u> kind of observations to record as data (today), and then to formulate an anthropometry-related research question, hypothesis, then gathering data to test the hypothesis and reach a conclusion (next class meeting).

**PART ONE: Exploring intersubjectivity in data collection**
In this exercise, we focus on data (that ever-important component of science!) and data collection. Have you ever found yourself debating with someone the size, shape, or color of an object? You think the egg is large, but someone else says it is extra-large. Or you think the color of the house is "moss" green but someone else thinks it is "avocado" green. These differences are common.

We can avoid our personal subjectivity biasing the way we collect data by recording data systematically. Defining things precisely so that we can measure them is one way to do that. We are also interested in the variation of other people's ideas about what defines a category, because it relates to the possibility that two people might record the same thing in different ways, which is called ***interobserver error***.

**In this exercise, you will work in groups to collect data to explore this concept**. Each person in your group will take turns measuring the objects at your station. Use the measuring tools provided to take turns measuring each object. Record your measurements in the appropriate column.

**Recording Chart – Part 1**

| | Observer 1 (self) | Observer 2 | Observer 3 |
|---|---|---|---|
| Object 1 | | | |
| Object 2 | | | |
| Object 3 | | | |
| Object 4 | | | |
| Object 5 | | | |
| Object 6 | | | |

**This lab is based on the Laboratory Manual and Workbook for Biological Anthropology: Engaging with Human Evolution, Soluri and Agarwal 2016).*

**Part 1, continued/(Evidence evaluation) and group discussion:** Describe the six objects. Discuss the following in your groups: What differences in observations do you notice? Do observers in your group agree on the proper way to make measurements? Which of the objects was the most difficult to measure? Why might these differences exist (remember to consider the objects being measured, the tool being used, and the people doing the measuring)? Record the main points arising from the discussion in your notes. Later, you will enter them into a document you will turn in along with this page.

**PART TWO: Using the scientific method**

Part two involves generating a research question in the area of anthropometry (where you have previously explored how questions in anthropometry relate to major research questions in lecture), writing a hypothesis that would allow you to answer the question, gathering and recording anthropometric data, and writing up your conclusion.

**The scenario:**

Work with your group to read this scenario and complete the tasks and questions that follow:
*An employee at a shoe store has observed that taller customers have larger shoe sizes than customers who are shorter. She knows that shoe sizes are based on foot length, so she wonders if compared to shorter people, taller people have longer feet.*

**Problem-setting:**

1, Relate the scenario above to course material on anthropometry. State a question that relates that scenario to course material, and articulate how that question could be addressed by gathering data, and the steps that would need to be taken. Take notes about your reflection about this. Later, you will transfer that into a document you will turn in along with this page.

2. Develop shoe store employee's idea in the scenario above **into a hypothesis**, and state it here, giving both a hypothesis and a null hypothesis:

**Data Collection/Evidence Acquisition:**
Complete the following steps to apply the scientific method and test your hypothesis.

Step 1. Collect height data using the tape measurers. It may be easiest to put a piece of paper on the wall and have each person stand next to the paper. Mark the max height (without shoes on) and measure from floor to that mark on the paper. Make sure only 1 person does the measuring (recall the last exercise where you saw interobserver error)!

Step 2. Collect foot data using the tape measurers. Make sure only 1 person does all the measuring. Make sure you make the measurements the same way for each person (preferably, shoes off). You can place the foot on paper and make marks of each end, then measure length.

**Step 3. Enter data below:**

| Name of Group Member | Height | Foot Length |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**Step 4. Write up (Problem-setting and Reasoning/Conclusion)**:

1. Look for patterns in the variables (data) that you recorded. Describe any patterns that you find. Based on the data that you collected, is your hypothesis supported or rejected? Why?

2. Compare your results to those suggested as likely by course material on the topic of anthropometry. Provide a reflection on that, and on what role your personal expectations and subjectivity played in the research process.

3. Provide an evaluative reflection on your research question and conclusion: Does your research question have any logical flaws? What strengths and weaknesses are apparent in the logic leading you to the conclusion you reached?

4. The fallacy of unwarranted extrapolation occurs when a when a generalized rule is concluded based on too few cases. Provide an evaluation of how that logical fallacy relates to your research question, process, and conclusion.

5. Record these things in your notes, and include them in the document you will turn in along with these assignment pages.

**RUBRIC FOR ANTH 1135L - Lab**

| Critical Thinking | Emerging | Developing | Proficient |
|---|---|---|---|
| *Problem Setting* | Students identifies a question or problem that could be answered using anthropometry. | Emerging *plus* student constructs a hypothesis relevant to the anthropometry question they identified. | Competencies described on the left *plus* articulates the steps in the research process needed to address the question by testing the hypothesis. |
| *Evidence Acquisition* | Students gather evidence by conducting two measurements (height and foot) to test their hypothesis (Assignment Part 2 and 3). Students state the relationship between their hypothesis and the outcomes that would be suggested based on principles, perspectives, and evidence about anthropometry given in course materials (Assignment Part 4). | In addition to the competencies described to the left, students gather evidence addressing the problem/question from two sources appropriate to testing the hypothesis (height and foot measurements) (Assignment Part 2 and 3) while demonstrating some awareness of the acquisition process, evaluating the role (if any) played by interobserver error (Assignment Part 4). | Students gather an appropriate scope and depth of evidence (height and foot measurement data) sufficient to reject/fail to reject the hypothesis (Assignment Part 2 and 3). Students reflect on whether their findings are expected or unexpected by comparing their results to those suggested in course material on the topic, and what role their personal expectations played in the research process. (Assignment Part 4). |
| *Evidence Evaluation* | In their written reflection on the group discussion, students describe the variation in how group members recorded data involving object descriptions. | In their written reflection on the group discussion, In addition to the competencies described to the left, students demonstrate awareness of how their own subjectivity and that of others can affect the evidence evaluation process when describing objects (data), including interobserver error. | Students in their written reflection on the group discussion, in addition to the competencies described to the left, demonstrate an understanding of issues involved with evaluating the credibility and quality of data gathered, in addition to demonstrating an awareness of the role played by the evaluation process, subjectivity, interobserver error in producing accurate results or conclusions. |
| *Reasoning/Conclusion* | Students can sometimes identify common logical flaws in hypothesis testing. Students can | Students can identify common logical flaws. Students can sometimes differentiate | Students can identify common logical fallacies. Students can differentiate |

| | | | |
|---|---|---|---|
| | sometimes describe weak and strong evidence to support/reject a hypothesis. | evidence to support/reject a hypothesis. Students can sometimes identify and employ evidence and reasoning to support/reject a hypothesis and reach probable conclusions/solutions based on the evidence. | weak and strong evidence. Students can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence. |

NEW MEXICO HIGHER EDUCATION DEPARTMENT

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# New Mexico General Education Curriculum Course Certification Form

Application Number 2516

## Institution and Course Information

| | |
|---|---|
| Name of Institution | NMHU |
| Chief Academic Officer Name | Dr. Roxanne Gonzales |
| Chief Academic Officer Email | rmgonzales@nmhu.edu |
| Registrar Name | Dr. Henrietta Romero |
| Registrar Email | hromero@nmhu.edu |
| Department | Sociology, Anthropology, and Criminal Justice |
| Prefix | GNDR |
| Number | 2110 |
| Suffix | |
| Title | Introduction to Women, Gender, and Sexuality Studies |
| Number of Credits | 3 |

**Was this course previously part of the general education curriculum?**

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

**Co-Requisite Course Information**

| | |
|---|---|
| Prefix | n/a |
| Number | n/a |
| Suffix | n/a |
| Title | n/a |

**New Mexico Common Course information**

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| Prefix | GNDR |
| Number | 2110 |
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| Title | Introduction to Women, Gender, and Sexuality Studies |

## A. Content Area and Essential Skills

**To which content area should this course be added?** *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences

☐ Humanities ☐ Creative & Fine Arts ☐ Flex

**Which essential skills will be addressed?**

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

1. Understand foundational concepts, theories, and approaches to gender and sexuality in conjunction with contemporary social justice movements such as feminism.
2. Describe the range of social and political forces that shape and are shaped by gender, sexuality, race/ethnicity, and other intersecting categories of identity.
3. Demonstrate the ability to conduct intersectional analysis.
4. Develop and improve skills in reading, critical thinking, academic writing, and public speaking.

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

n/a

## C. Narrative

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will improve their listening and communication skills through developing, interpreting, and expressing ideas. Through lectures, class discussion, in-class exercises, required class readings, and videos, students will critically explore, and assess, the validity of various relevant topics addressing gender studies, women's studies and sexuality studies. For example, students will be asked to bring discussion questions to some class meetings, based on the week's readings, to spark class discussion.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will hone their critical thinking skills and their ability to critically evaluate gender and sexuality studies. Class readings, lectures and discussions will permit students to gather, analyze, evaluate, and synthesize information relevant to gender and sexuality. Writing assignments and quizzes asses if the student can think critically about gender and sexuality. For example, the essay exam attached asks students to "consider" the material read during the entire course and integrate ideas from different readings in a comprehensive and evaluative manner.

| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models* |
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| **Personal & Social Responsibility**. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global* |
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| Social Responsibility--Students will gain and be able to demonstrate a basic knowledge of gender and sexuality studies. Through various class activities, students will gain a better understanding of community, national, and global issues. By cultivating a connection between students and community, students will develop a sense of social responsibility for the creation of a healthier community while maintaining tradition, i.e. culture, language. Reflective writing assignments will assess if the student can demonstrate specific knowledge of gender and sexuality studies.<br><br>Personal Responsibility-- Students will gain the skills necessary to understand and evaluate nurture versus nature debates. Students will demonstrate an understanding of different strategies for researching relevant issues. Reflective writing samples based on lectures, class discussion, required class readings, and assigned videos will assess if the student understands notions of stratification and ethics.<br><br>For example, weekly short writing assignments will ask students to identify “interesting” topics embedded in the week’s reading and discuss why they found the sub-topic interesting and how it relates to their life and/or has had an impact on their understanding of the topic. |

| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
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## D. Assessment (Must be on file with HED by August 1, 2019)

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|---|---|
| Link to Institution’s General Education Assessment Plan | https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/general-education-2/ |

# Introduction to Women, Gender, and Sexuality Studies Essay Exam (Sample)

**EXAM HONOR PLEDGE:**

You pledge that all work submitted for this exam represents your own work and you will not violate the academic integrity policy. In other words, you will not consult or work with anyone else on this exam. If you have a question, you should contact the instructor or a teaching assistant only.

You should know what constitutes plagiarism and pledge that all submissions of your work will be completed in accordance with those guidelines. You may not use AI to complete a significant portion of this exam.

And finally, you understand that if you are found to have violated the academic integrity policy, you will fail not only this exam, but possibly the entire course.

By moving on to take the exam, you agree to abide by this pledge.

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EXAM DIRECTIONS:

- This is an open book/open notes/open lectures exam.
- You must use at least two different readings from this semester to address the following essay prompt.
- Your answer should be no less than **300 words** and must not exceed **750 words**. I recommend you type your answer into a word processing document, save it, and then copy/paste it into the box below.
- You have a total of 120 minutes. If you exceed the time limit, you will be unable to post your answer, so keep an eye on the clock.
- Any serious problems posting your answer on time must be documented by clear pictures **and** an immediate email to the instructor.

## THE ESSAY PROMPT

**TRUE** or **FALSE**: Indigenous women are more likely to "disappear" or murdered because *they place themselves* in numerous at-risk categories (e.g., drug addiction, domestic violence, sex worker).

NOTE: In this argumentative essay, you must take **ONE** position (i.e., the statement is true or false; you cannot choose a middle position). You must then explain, and support, your position with evidence from at least 2 articles read during this course.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

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# New Mexico General Education Curriculum Course Certification Form

Application Number 2517

## Institution and Course Information

| | |
|---|---|
| Name of Institution | NMHU |
| Chief Academic Officer Name | Dr. Roxanne Gonzales |
| Chief Academic Officer Email | rmgonzales@nmhu.edu |
| Registrar Name | Dr. Henrietta Romero |
| Registrar Email | hromero@nmhu.edu |
| Department | Sociology, Anthropology, and Criminal Justice |
| Prefix | SOCI |
| Number | 2310 |
| Suffix | |
| Title | Contemporary Social Problems |
| Number of Credits | 3 |

**Was this course previously part of the general education curriculum?**

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☐ Yes ☒ No

**Co-Requisite Course Information**

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|---|---|
| Prefix | n/a |
| Number | n/a |
| Suffix | n/a |
| Title | n/a |

**New Mexico Common Course information**

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|---|---|
| Prefix | SOCI |
| Number | 2310 |
| Suffix | |
| Title | Contemporary Social Problems |

## A. Content Area and Essential Skills

**To which content area should this course be added?** *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

☐ Communications ☐ Mathematics ☐ Science ☒ Social & Behavioral Sciences

☐ Humanities ☐ Creative & Fine Arts ☐ Flex

**Which essential skills will be addressed?**

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

1. Identify and explain major social problems in the United States, and how social problems become constructed as problems.
2. Describe and analyze policy related solutions associated with social problems from various perspectives.
3. Critically examine social problems through the use of sociological theories, methods, and empirical techniques.
4. Identify connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

n/a

## C. Narrative

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will improve their listening and communication skills through developing, interpreting, and expressing ideas. Through lectures, class discussion, in-class exercises, required class readings, and videos, students will critically explore, and assess, the validity of various relevant topics. These topics may include inequality, poverty, racism, family life, urbanization, work, aging, crime, terrorism, environmental degradation, and/or popular culture. For example, students will be asked to bring discussion questions to some class meetings, based on the week's readings, to spark class discussion.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will hone their critical thinking skills and their ability to critically evaluate today's social problems. Class readings, lectures and discussions will permit students to gather, analyze, evaluate, and synthesize information relevant to social problems and activism. Writing assignments and quizzes will assess if the student can think critically

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| about relevant topics. For example, a final essay exam question will ask students to "consider" the material read during the entire course and integrate ideas from different sources in a comprehensive and evaluative manner. |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models* |
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| **Personal & Social Responsibility**. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global* |
| Social Responsibility--Students will gain and be able to demonstrate a basic knowledge of social problems. Through various class activities, students will gain a better understanding of local, national, and global issues. By cultivating a connection between students and community, students will develop a sense of social responsibility for the creation of a healthier community while respecting traditional spaces. Reflective writing assignments will assess if the student can demonstrate specific knowledge of social issues.<br><br>Personal Responsibility-- Students will gain the skills necessary to understand and evaluate social problems. Students will demonstrate an understanding of different strategies for researching relevant issues. Reflective writing samples based on lectures, class discussion, required class readings, and assigned videos will assess if the student understands notions of stratification and ethics. |

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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
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## D. Assessment (Must be on file with HED by August 1, 2019)

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| Link to Institution's General Education Assessment Plan | https://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/general-education-2/ |

# MOVIE RESPONSE WRITING ASSIGNMENT

***Format***

The response paper is limited to **no less than 1 page and no more than 2 pages**.

**It has three parts:**

(a) 1-2 paragraphs should **summarize** the video/movie watched in class.

(b) Next, 2-3 paragraphs connect the movie in a compelling/interesting/unique/creative/fascinating way to 2 (TWO) previously assigned readings in class focused on a social problem. The student must clearly identify the 2 readings selected. *Page numbers from the readings must be included when referencing the readings.*

(c) The final paragraph must **offer a reflective, independent, unique thought** that the video/movie stimulated. This "thought" should explore a solution to the social problem discussed above in (b).

**IMPORTANT ADDITIONAL NOTES:**

1) The paper must be double spaced.
2) The paper must be deposited into the relevant dropbox on time.
3) The paper must have "normal" margins, a "normal" font and a "normal" font size (see "writing guidelines" posted online).
4) No reference page is necessary if the student is only using sources assigned in class (e.g., movie watched in class, texts from class).
5) Be sure to watch your writing and proofread – this is a formal assignment that will be graded.
6) Students are strongly encouraged to watch their video/movie of choice more than once.
7) Failure to cite sources (sources from class and/or outside sources) may result in an automatic "F" due to academic dishonesty.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

*Fostering Student Success from Cradle to Career*



# New Mexico General Education Curriculum Course Certification Form

Application Number 2638

## Institution and Course Information

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|---|---|
| Name of Institution | NMMI |
| Chief Academic Officer Name | Orlando Griego |
| Chief Academic Officer Email | ogriego@nmmi.edu |
| Registrar Name | Nekeya Bertrand |
| Registrar Email | bertrand@nmmi.edu |
| Department | Music |
| Prefix | MUSC |
| Number | 1130 |
| Suffix | |
| Title | Music Appreciation: Western Music |
| Number of Credits | 3 |

**Was this course previously part of the general education curriculum?**

☐ Yes ☒ No

**Is this application for your system (ENMU, NMSU, & UNM)?**

☒ Yes ☐ No

**Co-Requisite Course Information**

| | |
|---|---|
| Prefix | N/A |
| Number | N/A |
| Suffix | N/A |
| Title | N/A |

**New Mexico Common Course information**

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|---|---|
| Prefix | MUSC |
| Number | 1130 |
| Suffix | N/A |
| Title | Music Appreciation: Western Music |

## A. Content Area and Essential Skills

**To which content area should this course be added?** *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

☐ Communications ☐ Mathematics ☐ Science ☐ Social & Behavioral Sciences
☐ Humanities ☒ Creative & Fine Arts ☐ Flex

**Which essential skills will be addressed?**

☒ Communication ☒ Critical Thinking ☐ Information & Digital Literacy
☐ Quantitative Reasoning ☒ Personal & Social Responsibility

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

1. Develop a vocabulary of musical terms, and be able to describe music using those terms
2. Demonstrate knowledge of composers, their music and their relationship to historical periods
3. Recognize how music played and plays a political, social, and cultural function
4. Identify well- known pieces and the historical and social context in which they were composed
5. Demonstrate basic understanding of music notation and musical communication

**List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.**

N/A

## C. Narrative

**In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.**

**Be sure to address the component skills listed next to each essential skill. The number of component skills that must be addressed by your narrative is listed.**

**Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course teaches students how to intelligently and thoughtfully communicate their thoughts, preferences and passions in regard to music. By studying analytical techniques, learning technical vocabulary, and learning to categorically break down music into its component elements, students will be able to communicate to others why they may like or dislike the music of certain styles or artists. Students will furthermore learn about historically important styles, genres, artists and time periods that they may not have previously studied and will learn to speak about music within a broader cultural and historical context. Through frequent writing exercises and in-class discussions, students will practice communicating their own ideas, opinions and preferences about music in a broad cultural and historical context using technical language and vocabulary with great specificity. In formal presentation assignments, students will analyze and present to their peers their own favorite music, artists and/or genres, and will be able to explain the elements of the music that they find attractive or interesting. In their presentations, they will compare their own musical examples with other important styles and genres discussed in class and will be able to trace and explain the cultural and historical origins of the music that they present.

**Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

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| This course will teach students to thoughtfully analyze music, to recognize and identify its component elements, and to understand its place in the larger context of music history and the multicultural tapestry of styles and traditions. Students will first learn how to listen critically, by learning about the fundamental component elements of music: pitch, rhythm, texture, timbre, affect, etc. Once familiar with these concepts, students will be able to recognize the distinctive qualities in each of the aforementioned domains when listening to music. Through critical listening, students will be able to recognize and articulate the variables that make different styles of music distinct from one another. Students will then learn about cultural and historical contexts by studying the development of western music through history. Students will learn the distinctive qualities of the music of different time periods and will be able to recognize historical music through critical listening. Finally, students will be able to recognize similarities and differences between their own favorite modern styles, and historical styles of the past, so that they can recognize how their own favorite genres and artists fit into the historical development of western music. |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models* |
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| **Personal & Social Responsibility**. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global* |
| This course will teach students about the various folk, popular, and classical musical styles from across western civilization. Through critical listening and historical study, students will learn to recognize and appreciate the unique qualities of modern and historical music from various western cultures, and will learn the historical and cultural contexts that caused and affected the arising of those unique qualities. In class discussion, students will tackle difficult philosophical questions pertaining to global music, including the merits and/or problems with the homogenization of popular music across the globe, and the decline of localized folk and popular music traditions. Students will learn about the complex relationships between the values and histories of various cultures and their music, analyzing and discussing how music (particularly folk music) can reflect the values and practices of a culture. |

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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
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## D. Assessment (Must be on file with HED by August 1, 2019)

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| Link to Institution's General Education Assessment Plan | https://www.nmmi.edu/assessment-plans/ |

# NEW MEXICO MILITARY INSTITUTE

## Spring 2025 | MUSC 1130

## MUSIC APPRECIATION: WESTERN MUSIC

# In-Class Presentation

**Due:** Mon 24 Mar 25 / Tues 25 Mar 25

**Description**

Each student will give an oral presentation an approved topic of his/her choice. The instructor will work with cadets to choose an appropriate research topic. Cadets will use a visual aid such as a slide show or hand-out and will provide musical listening examples during the presentation.

**Topic Selection**

The topic should be pre-approved by the instructor. Acceptable topics may include but are not limited to: a particular artist, a particular musical work, a genre of music, or the music of a particular culture, region, or country. Topic selection is an opportunity to share your passion for a particular work of art, artist, or type of music.

**Requirements:**

- Presentation should be 10 minutes in duration.
- Playing of musical examples should take up no more than 50% of the presentation time.
- A visual aid such as a PowerPoint slideshow or paper handout should be used.
- Visual aid should be submitted to the instructor before the presentation day.
- Analysis should make connections to concepts and/or topics that have been covered in class. Ex. analyze distinctive musical elements (rhythm, texture, etc.), or make connections to music history, identifying antecedent genres/styles.

**Evaluation**:

- Confidence and preparedness in presentation.
- Clarity of visual aid.
- Connection to course material.
- Rigor of presentation content.