New Mexico Unique Courses
March 2017

Includes:
CNM-Natural Sciences
UNM – Chicano Studies
UNM – Native American Studies
WNMU – Latin American and Latino Studies
Course
NS 1010

Course Description
Introduces the science of geology, chemistry, physics and astronomy, with emphasis on the sciences processes, inquiry and the integration of technology. This course is activity based utilizing problems and issues based approach; various teaching methods are modeled and practiced by students. Two field trips are required.

Student Learning Outcomes
1. Contrast physical and chemical reactions.
   a. Explain chemical bonds.
   b. Explain atoms and their relationships to elements.
2. Examine the three types of plate boundaries.
   a. Explain plate tectonics.
   b. Restate theory of continental drift.
3. Differentiate formation of sedimentary, igneous, and metamorphic rocks.
   a. Explain the rock cycle.
   b. Discuss history of the earth in relation to greenhouse and icehouse cycles.
   c. Contrast principles of relative, radiometric, and paleomagnetic dating of rocks.
4. Determine a mineral’s physical properties.
   a. Define mineral.
   b. List physical properties of minerals and how they relate to elements.
5. Examine Newton’s laws of motion.
   a. Discuss Newton’s three laws of motion.
   b. Discuss Newton’s law of universal gravitation.
   a. Discuss big bang theory.
   b. Explain theory of the cosmological constant.
7. Contrast planets and stars.
   a. Define differences among planets.
   b. Define differences among stars.
8. Examine origin of the sun and moon.
   a. Explain the influence of the sun and moon on fluid movements, including weather phenomena on earth.
   b. Contrast lunar and solar eclipses.
   c. Differentiate between the sun and moon.
CNM
Natural Science
Life Science for Teachers

Course
NS 1015

COURSE DESCRIPTION:
Uses activities for the study of science topics including botany, cell biology, genetics, microbiology and zoology with emphasis on science processes, inquiry and the integration of technology. Various teaching methods are modeled and practiced by students. Some field trips are required.

LEARNING OUTCOMES:
1. State cell theory.
   a. Differentiate between prokaryotic and eukaryotic cells.
   b. Discuss cell function and structure.
2. Demonstrate understanding of Mendelian genetics and inheritable traits.
   a. Define genetic crosses.
   b. Explain DNA transfer.
3. Explain cellular respiration and photosynthesis.
   a. Locate sites of cellular respiration.
   b. Distinguish cellular use of energy resources.
   c. Associate photosynthesis and cellular respiration with energy utilization.
4. Distinguish the evolutionary process and adaptation outcomes.
   a. Review evolutionary theory.
   b. List evidence of evolution.
5. Determine the reasons for classification.
   a. List taxonomic features.
   b. Differentiate biodiversity of all living things.
   c. Discuss basics of classification system.
6. Examine human systems.
   a. List human systems.
   b. Define components and functions of systems.
   c. Associate human life with functioning systems.
7. Compare global biomes.
   a. List diverse systems.
   b. Differentiate components within these systems.
   c. Contrast regional systems.
Course
NS 2010

Course Description:
Introduces major issues in environmental science with emphasis on science processes, scientific investigations and field-based activities, and the integration of technology. Course topics include current issues on population, healthy ecosystems, and natural resources. Various teaching methods are modeled and practiced by students. Some field trips may be required.

Student Learning Outcomes
1. Examine major water issues.
   a. Identify specific types of water pollutants.
   b. Discuss water cycle.
   c. Contrast different methods of water conservation.
2. Determine the relationships between components of an ecosystem.
   a. Identify components to an ecosystem.
   b. Discuss possible disturbances and their causes in an ecosystem.
   c. Review the meaning of j-curves and s-curves in animal populations.
3. Analyze problems in food supply issues.
   a. Explain the green revolution.
   b. Identify food supply issues and their underlying causes.
   c. Discuss issues of pesticides and herbicides in the environment.
   d. Identify problems in modern day agriculture.
   e. Contrast productive and unproductive soils.
4. Examine differences in human population between the developing versus the developed world.
   a. List underlying factors that influence family size.
   b. Identify possible solutions to growing populations.
   c. Discuss ecological footprint in the developing versus the developed world.
   d. Contrast solutions to ecosystem degradation and human consumption.
5. Contrast solutions to urban sprawl.
   a. Identify origins of urban sprawl.
   b. Define sustainability.
   c. Discuss the five principles of sustainability.
   d. Distinguish between Neolithic, industrial, and environmental revolutions.
   e. Identify environmental impacts of urban sprawl.
6. Contrast global solutions to the energy crisis.
   a. Cite differences between renewable and non-renewable energy sources.
b. Identify origins of fossil fuels.
c. Discuss human interest in fossil fuels from a historical perspective.
d. Identify origins of renewable energy sources.
e. Discuss human interest in renewable energy.
7. Examine different solutions for addressing the global decline in biodiversity.
   a. Define biodiversity.
   b. Differentiate between instrumental value an intrinsic value of species.
UNM
Chicano Studies
Introduction to Comparative Global and Ethnic Societies

Course
Africana Studies 109/Chicana and Chicano Studies 109/Native American Studies 109/
Sustainability Studies 109/Women Studies 109

Course Description
The course explores historical and contemporary social forces that impact diverse ethnic communities across the Americas. Throughout the course, students examine economic and socio-cultural dynamics of Indigenous, Latino, Asian-Pacific Africana communities and women’s lived experiences within and across these communities, particularly as these experiences intersect within the United States. Each of these population groupings is composed of diverse peoples of different nationalities/genders, sexual orientations and heritage groups who may share some social, cultural and/or historical experiences. In addition, the course seeks to provide an overview of complex global and international political and economic systems that impact the social make up and well being of diverse ethnic and gendered populations in the United States.

Student Learning Outcomes
Students will be able to:
1. Apply various perspectives and processes used by social scientists to discover, describe and understand human behavior in complex and diverse ethnic and gendered societies.
2. Enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.
3. Assess the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.
4. Students will articulate their roles as citizens in a global context and develop an awareness and appreciation for diverse value systems in order to critically examine and work toward quality of life within a framework of understanding and social justice.
5. Students will communicate how diverse societies and communities have evolved historically and contemporarily in the United States and the ways social and cultural institutions and values are gendered and impact women in particular ways.
Chicano Studies

Introduction to Chicana and Chicano Studies

Course
CCS 201

Course Description and Objectives:
From the rhythmic influences of hip hop and Latin-based music to the word flow raps of urban slam poets, this FLC explores how issues of race, class, gender and sexuality have shaped historic and contemporary societies and cultures. In particular, students will examine how Native American, Latino, European, African and Asian descent peoples have shaped the development of Mexican American communities in the United States. Moreover, students will assess how narratives of agency, adaptation, survival, resistance and resilience are constructed and used to make claims to cultural citizenship and human rights. As part of exploring multiethnic and multicultural narratives, students will develop an understanding of concepts such as identity, place, and memory making. Using course materials, multimedia approaches and digital tools, students will work together to construct their own narratives of self and community.

Learning Outcomes:
By the end of this course:
1) Students will assess and apply diverse social, historical, economic and cultural perspectives as they impact Mexican and Latino populations in the United States to develop global and intercultural competencies.
2) Students will analyze and critically interpret significant examples of textual and cultural production among diverse Chicano and Mexican descent communities and explicate the social, economic, and historical context of these cultural and creative expressions.
3) Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging.
4) Students will develop critical thinking and communication skills through the use of quizzes, creative projects, identification analysis, reflective essays and exams.
5) Students will analyze intersectionality to understand the social construction of race, class, gender, and sexuality in national and transnational contexts.
6) Students will strengthen cultural competency and critical awareness by assessing and applying diverse social, historical, economic and cultural perspectives in a collaborative learning multi-media setting.
7) Students will communicate their understanding of identity, place, memory, community and culture in written assignments and verbal presentations.
UNM
Native American Studies
Introduction to Native American Studies

Course
NATV 150

Course Description
This course surveys the significance of Native American Studies through an inter-disciplinary approach to two areas of academic concentration: Indigenous Learning Communities, and Leadership and Building Native Nations.

Student Learning Outcomes
1. Students will develop a general understanding of the various concentration areas in Native American Studies throughout the United States.
2. Students will identify the contributions of various academic disciplines to Native American Studies.
3. Students will understand the intricacies and intersections of Indigenous scholarship in Native American Studies.
4. Students will articulate the importance of Native American Studies as a stand-alone discipline in academia.
5. Students will be able to connect community issues in both Native and Non-Native America to concepts taught in Native American Studies.
Course
NATV 250

Course Description
This course examines a body of politics identified with Native America specific to historical and contemporary relevance for understanding Native American/Indigenous/American Indian nations and communities. Students are challenged to identify issues and debates based on selected readings, films; case examples; and guest presentations to engage in informed discussions about the socio-political experience of Native Americans within the U.S. and indigenous peoples internationally, including ‘global’ activist movements. Co/Pre-requisite: NATV 150

The course will use a seminar discussion format to present key (theoretical-methodological) approaches to developing a critical understanding of social and political issues impacting Native Americans today. To make the ‘intangible’ i.e., thinking, values, and belief systems but not limited to policies and political behavior, cultural expression that result in tangible actions affecting Native American peoples. Students are expected to develop and refine their skills in articulating verbal and written critiques of sociopolitical concepts identified.

Student Learning Outcomes
Not provided
WNMU
Latino American and Latino Studies
Hispanics, Chicanos, and Latinx: History, Politics, Migration, Identities and Culture

Course
LALS 243

Course Description
This interdisciplinary course explores the role of the Hispanic, Chicano and Latinx identity in our culture and society. This course questions the politics of labeling these identities by examining: migration and community formation histories; labor markets; race and racial formations; education and the politics of language; political activism; and popular culture.

Student Learning Outcomes