

Directions for Proposing a Human Expression (HE) course:

The Proposal should address and elaborate upon the following topics and concerns. Each question may require one or more succinct paragraphs.

Proposal will answer the following questions that show:

- Suitability of course to the proposed General Education category (Part I);
- How the course meets the SLOs (Part II);

The Proposal will also be accompanied by a Syllabus (including or attaching a Course Schedule) and at least two sample assignments.

All proposals must be submitted by email **with all related documents combined into one file and with the file title indicating the course subject acronym, the course number, and the GE area status requested** (PHIL_300_HC). You may either type into the word doc of the proposal form, or print it out and fill out Parts I and II by hand.

Note: Salisbury University's General Education model contains two categories for humanities courses: *Humanity in Context* and *Human Expression*. **A single course cannot be submitted to both; you must choose one or the other.** Please consult the definitions and examples on the following page to help you choose which category is most appropriate for your course.

Definitions for Humanity in Context (HC) and Human Expression (HE)

	Humanity in Context (HC)	Human Expression (HE)
Official Definition:	“Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues.”	“Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience.”
Subcommittee Elaboration:	HC describes the analysis of humanity in its lived experiences and historical or cultural contexts . In other words, the focus is on what humans do and how they live, rather than what they create. Courses that focus primarily on the ideas, cultural production, or performance of humans rather than lived experiences should be proposed to HE.	HE describes the analysis of the ideas, works of literature/art, or performances of humans, treating cultural production and mode of expression as the primary object of study. In other words, the focus is on what humans create, not how they live or what they do. Courses that focus primarily on the lived experiences of humans should be proposed to HC.

Some courses may treat both the works of cultural production and the historical or cultural context that surrounded them: good teachers of literature or art will supply historical or cultural context; good teachers of history and culture will use literature or art as primary sources. Our barometer should be which component is more *fundamental* to the course.

For example, UNC Chapel Hill uses this rationale to distinguish between its historical context-based gen ed category and its arts category:

“Courses surveying historical periods in art, photography, film, music, and the like, are suitable for fulfilling this [historical] requirement, so long as the *primary* focus remains on developments in the history of the medium and not on aesthetic considerations or matters of form.” ([website](#))

Here are some hypothetical “borderline” courses and where they might best fit:

Humanity in Context (HC)	Human Expression (HE)
Medieval Art History	Art Appreciation
Childhood in the 19 th Century	Children’s Literature
Shakespeare’s England	Shakespeare’s Tragedies
French Culture and Food	Francophone Poetry
Myths and Reality of the Samurai	The Samurai in Film
Digital Humanities: The Silk Road	Digital Humanities: The Novel

Definitions for SLOs required for a Human Expression course

SLO	A. Knowledge of Human Experience
University definition	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.
Elements	Students will be able to:
A1	describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
A2	describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
A3	recognize common questions/concerns humans confront
A4	recognize diverse strategies for resolving those concerns

SLO	B. Intellectual Curiosity
University definition	Students will be able to explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
Elements	Students will be able to:
B1	Explore different ways of thinking and a diverse range of topics
B2	Approach unfamiliar ideas and perspectives with open-mindedness
B3	Engage in open-ended learning experiences in different settings, from a variety of sources
B4	Take initiative in intellectual inquiry

SLO	C. Ethical Reasoning
University definition	Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.
Elements	Students will be able to:
C1	critically reflect on their own core beliefs and values
C2	recognize ethical issues and their social context in a variety of settings
C3	evaluate different perspectives on ethical issues, guided by ethical principles and theories
C4	develop their own ethical outlook that is supported with cogent reasons

Human Expression Proposal Application

Name of Submitter and Department:

Course Instructor:

Course Name and Number:

Semester to be Offered:

PART I: GENERAL APPROPRIATENESS OF COURSE

- 1) How does this course fit the goals and expectations of general education? Is it open to all students with no pre-requisites? Does the course provide early and frequent feedback to guide early-career students?
- 2) How does the course engage students in a variety of assignments and assessments? How does the course make learning interesting, relevant, and open to a wide range of student backgrounds?

For questions 3-4, refer to the definition of Human Expression and the distinction between Humanity in Context and Human Expression given on p.2.

- 3) Why is this course appropriate for Human Expression category (defined above) in terms of content?
- 4) Please describe how Human Expression is the lens (pedagogical method/approach) for how your course explores this content.

PART II: REQUIRED SLOs

For questions 5-7, refer to the definitions of required SLOs on p.3. For each question:

- (a) Explain which course activities and assessments will reinforce the required SLO;*
 - (b) Cross-reference specific items in your syllabus where possible, using the letters and numbers for SLO elements, for example: A1 for cultural comparison, etc.;*
 - (c) Your explanation should show how the course will satisfy ALL the elements of the SLO (though not necessarily to the same degree) over the entire duration of the course.*
- 5) What activities and assessments will help your students achieve the SLO – A. Knowledge of Human Experience?
 - 6) What activities and assessments will help your students achieve the SLO – B. Intellectual Curiosity?
 - 7) What activities and assessments will help your students achieve the SLO – C. Ethical Reasoning?

PART III: COURSE SYLLABUS

Please attach a draft syllabus to your application that either includes or is followed by a course schedule (including topics, readings, assignments) as well as course goals, grading and assessments. You may cross-reference the syllabus with the rubric above using the letters and numbers, for example: A1 for cultural comparison, etc, to guide the committee. Please also attach at least two sample assignments.

Rubric for Evaluation [COMMITTEE USE ONLY]

Please do not fill in this rubric; it will be used by the committee to determine how well the proposed course meets the course criteria, using the syllabus and narratives provided by the faculty member.

PART I: GENERAL APPROPRIATENESS OF COURSE			
	Meets Standards	Needs revision	Committee Comments
1. Fits General Education			
2. Engaging and Open Content			
3. Content Appropriate for Human Expression			
4. Approach Appropriate for Human Expression			
PART II: REQUIRED SLOS			
	Meets Standards	Needs revision	Committee Comments
A. Knowledge of Human Experience (overall)			
A1. describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)			
A2. describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)			

Communication through Writing, Humanity in Context, and Human Expression Subcommittee

A3. recognize common questions/concerns humans confront			
A4. recognize diverse strategies for resolving those concerns			
B. Intellectual Curiosity (overall)			
B1. Explore different ways of thinking and a diverse range of topics			
B2. Approach unfamiliar ideas and perspectives with open-mindedness			
B3. Engage in open-ended learning experiences in different settings, from a variety of sources			
B4. Take initiative in intellectual inquiry			
C. Ethical Reasoning (overall)			
C1. critically reflect on their own core beliefs and values			
C2. recognize ethical issues and their social context in a variety of settings			
C3. evaluate different perspectives on ethical issues, guided by ethical principles and theories			

Communication through Writing, Humanity in Context, and Human Expression Subcommittee

C4. develop their own ethical outlook that is supported with cogent reasons			
---	--	--	--