Directions for Proposing a Humanity in Context (HC) 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). Please type your answers directly into the word document.

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.

When filling out the charts in Part II, please see this following hypothetical example:

Example:

C. Effective Reading				[COMMITTEE USE ONLY]
	Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments
C1	Extrapolate ideas from writing	• Wednesday 2/2 (course schedule; in-class modeling) • Friday 2/4 (in-class collaborative activity) Also, reading discussions throughout semester	• 2/2: in-class (informal) • 2/4: in-class (informal) • Homework assignments: 2/7, 2/12, 3/15 and … Evaluating of source use in unit 1 paper (see rubric); unit 2 projects: ABP and RAP (see rubrics)	Students are iteratively walked through processes of critically reading different texts; reading for different purposes and how this connects to what readers pull out of texts.

Working 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 19th 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 Humanity in Context course

SLO	A. Critical Thinking and Reasoning
University definition	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
Elements	Students will be able to:
A1	Analyze evidence to support or create interpretations, arguments, or claims
A2	Identify and analyze the connection between evidence and claims
A3	Evaluate the strength and weaknesses of conclusions and opinions
A4	Determine the scope of evidence needed for original arguments

SLO	B. Understanding the Human World
University definition	Students will be able to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.
Elements	Students will be able to:
B1	Explore humanity's change over time
B2	Apply method(s) of interpretation for understanding the human world
B3	Evaluate human experience through narratives and context

SLO	C. Effective Reading
University definition	Students will be able to extract and construct meaning by interacting with written language.
Elements	Students will be able to:
C1	Extrapolate ideas from writing
C2	Apply reading strategies to different learning purposes

SLO	D. Knowledge of the 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:
D1	Describe and compare the **development** of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
D2	Describe and compare the **impact** of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
D3	Recognize common questions/concerns humans confront
D4	Recognize diverse strategies for resolving those concerns

SLO	E. Intercultural Competence
University definition	Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.
Elements	Students will be able to:
E1	demonstrate **knowledge** of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
E2	demonstrate **self-awareness** of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
E3	demonstrate **behaviors** to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts

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

Humanity in Context 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 Humanity in Context and the distinction between Humanity in Context and Human Expression given on p.2.

3) Why is this course appropriate for Humanity in Context category (defined above) in terms of content?

4) Please describe how Humanity in Context 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 pp.3-4. Answering each question in at a paragraph, describe how students are given appropriate opportunities to achieve the GenEd area SLO's given the course content, structure, and assignments/activities/exams etc. After answering these questions in general, fill in relevant assignments and assessments in the chart; you may also use the chart to point the committee to specific items in your draft syllabus.

A. How will this course reinforce Critical Thinking and Reasoning? Answer in a paragraph, then note specific assignments and assessments related to this SLO in the chart below (rows A1-A4).

A. Critical Thinking and Reasoning			[COMMITTEE USE ONLY]
	Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments
A1	Analyze evidence to support or create interpretations, arguments, or claims			—
A2	Identify and analyze the connection between			

				Committee Comments
	evidence and claims			
A3	Evaluate the strength and weaknesses of conclusions and opinions			
A4	Determine the scope of evidence needed for original arguments			—

B. How will this course reinforce Understanding the Human World? Answer in a paragraph, then note specific assignments and assessments related to this SLO in the chart below (rows B1-B3).

B. Understanding the Human World			[COMMITTEE USE ONLY]
	Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments
B1	Explore humanity's change over time			
B2	Apply method(s) of interpretation for understanding the human world			—
B3	Evaluate human experience through narratives and context			—

C. How will this course reinforce Effective Reading? Answer in a paragraph, then note specific assignments and assessments related to this SLO in the chart below (rows C1-C2).

C. Effective Reading			[COMMITTEE USE ONLY]
	Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments
C1	Extrapolate ideas from writing			

C2	Apply reading strategies to different learning purposes			

D. How will this course reinforce Knowledge of the Human Experience? Answer in a paragraph, then note specific assignments and assessments related to this SLO in the chart below (rows D1-D4).

D. Knowledge of the Human Experience			[COMMITTEE USE ONLY]
	Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments
D1	Describe and compare the **development** of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)			—
D2	Describe and compare the **impact** of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)			
D3	Recognize common questions/concerns humans confront			—
D4	Recognize diverse strategies for resolving those concerns			—

E. How will this course reinforce Intercultural Competence? Answer in a paragraph, then note specific assignments and assessments related to this SLO in the chart below (rows E1-E3).

E. Intercultural Competence			[COMMITTEE USE ONLY]
	Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments
E1	Demonstrate **knowledge** of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts			—
E2	Demonstrate **self-awareness** of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts			—
E3	Demonstrate **behaviors** to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts			— —

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 analyzing evidence, etc, to guide the committee. Please also attach at least two sample assignments.

RUBRIC FOR EVALUATION [COMMITTEE USE ONLY]

PART I: GENERAL APPROPRIATENESS OF COURSE				
	Explanation of Standards	Meets Standards	Needs Revision	Committee Comments
1. Fits General Education	Is open to all students with no pre-requisites; provides frequent feedback; is aimed at educating student body in broad learning			
2. Engaging and Open Content	Includes a variety of assignments/assessments; makes learning interesting and relevant to students from different majors			
3. Content Appropriate for Humanity in Context	Explores humanity in its lived experiences and historical or cultural contexts			
4. Approach Appropriate for Humanity in Context	Uses methods, approaches, and strategies appropriate for Humanity in Context			
PART II: MEETS STANDARDS FOR REQUIRED SLOS				
	Explanation of Standards	Meets Standards	Needs Revision	Committee Comments
A. Critical Thinking and Reasoning	Students analyze claims, evidence, and their strengths and weaknesses comprehensively over multiple assignments, and make original claims building upon that knowledge			
B. Understanding the Human World	Focus of course content is on change in humanity over time, and students learn methods and strategies to analyze humanity across many assignments and activities			
C. Effective Reading	Students comprehend texts of various lengths and genres; students practice reading for different purposes and focus upon			

	elements of text appropriate to their reading purposes.			
D. Knowledge of the Human Experience	Course focuses on human systems and their impact; students learn about these systems across many assignments and activities and evaluate common human questions and solutions in different kinds of engagement			
E. Intercultural Competence	Course provides opportunities to learn and understand cultural difference across many assignments and activities, and students learn behaviors effective for cultural understanding			