**General Education Distribution Requirement: Arts and Humanities**

Course Content Evaluation Form

Department/Program and Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to assess whether the subject matter of the course satisfies the General Education Arts and Humanities divisional distribution requirement. Please answer all of the questions below, providing as much information as you can to help the evaluating committee to review the course fairly and accurately.

***Information on this form will be cross-checked for consistency with the provided syllabus, so please refer directly to the syllabus where appropriate***. Note that the expectation is that the syllabus will contain explicit descriptions of course activities, materials, and assignments that link directly to the Gen Ed requirements. It is also expected that the same Gen Ed requirement(s) will be satisfied by the course regardless of the instructor or term.

If this is a cross-listed course, please coordinate with the other department/program(s) and submit only one form.

The content of courses accepted for Arts and Humanities distribution credit must reflect the conception of Arts and Humanities curriculum as expressed by the following description:

*Courses in the Arts and the Humanities explore the variety of human creative and intellectual experiences, as well as the history and foundations of culture, through the examination of human languages, literatures, and other artistic, material, social, cultural, and political products; the forms they have taken in different places and eras; and the way these have changed over time. As a result, these courses cultivate perspectives and intellectual skills necessary to comprehend and respond adeptly to the world in which we live, offering frameworks for thinking critically about the universe and the smaller societies we inhabit. In particular, these courses help students develop the ability to appreciate and evaluate human efforts to explain, translate, and transform their diverse experiences of the world, as these efforts take shape in language, literature, philosophical systems, historical contexts, religious experience, material culture, images, sounds, and performances.*

The Arts and Humanities Gen Ed Distribution Requirement is meant to ensure that students:

* study the fundamental intellectual and ethical dimensions of human experience;
* investigate the relations between artistic, humanistic, and scientific inquiry and interpretation;
* understand and are prepared to navigate successfully the complex and ever-changing world in which we live.

The following questions request information that will help the evaluation committee and the chairs and directors in Arts and Humanities to assess the fit between the curriculum of the nominated course and the Arts and Humanities Division’s conception of course content distinctive of the division. If one or more questions below are irrelevant for the course in question, please write, "Not Applicable". Again, please refer directly to the syllabus where appropriate, to indicate how the Arts and Humanities Distribution Requirement goals will be achieved. ***The expectation is that nearly every response below will refer to the syllabus.***

1. If this course is being nominated for distribution credit in any other division(s), please list the other division(s) here so that the evaluation committee can factor the interdisciplinary nature of the course into their assessment.
2. What is the main subject of the course, and in what ways does the course directly investigate human creative and intellectual experiences or the history and foundations of culture through the examination of human languages, literatures, and/or other artistic, material, social, cultural, and/or political products?
3. How does the course enhance the student's ability to (a) interpret with critical awareness, (b) express sophisticated thoughts clearly, (c) understand the elements of art, literature, or other forms of humanistic scholarship and creative output, and/or (d) grasp the complex relations between artistic, humanistic, and scientific inquiry and humanity’s interpretation of these activities?
4. Which specific scholarly and conceptual perspectives on the historical, cultural, literary, artistic, or political context of the course content are used to inform students’ understanding of that content?
5. How does the course teach critical thinking and analysis?
6. If this is a theory-focused course, how does mastery of the theory in question support more able interpretation of human history, literature, philosophy, art, religion, culture, or experience, more generally?
7. If the course curriculum requires students to produce creative works, how are these works utilized as a means of arriving at a better understanding of the relevant art form or aspect of human experience?
8. If this is a language-based course, in what way does it integrate a broader humanistic perspective into the teaching of language?
9. Is there any other information about this course that you would like the evaluation committee to consider?