

# Comparative Humanities Course Syllabus Checklist

Instructor \_\_\_\_\_ Course # \_\_\_\_\_ Semester \_\_\_\_\_

*This checklist will help you prepare your syllabi. The items below are required by the university and college.*

- Course title (including Cardinal Core abbreviations, if applicable)
- Course prefix, number, and section (e.g., HUM 105-03)
- Semester and year
- Credit hours
- Location of course
- Days and hours the course meets
- Instructor's name
- Instructor's e-mail address and phone number
- Instructor's office location (none needed for an online course)
- Instructor's office hours (or method of contact for an online course)
- Date that the syllabus was prepared
- Name of person who prepared the syllabus
- Course description
- Learning objectives of the course
- A list of course materials that clearly states which are required and which are optional
- Course requirements
  - Number of tests during the semester
  - Writing assignments
  - Class participation
  - Homework assignments
  - Other
- A course schedule or calendar that indicates deadlines, assignments, etc. (NOTE: Be sure you haven't scheduled a class meeting or deadline on a [University Holiday](#) and that your class schedule aligns with the [Academic Calendar](#).)
- A Continuity of Instruction and Learning Plan so students are clear on how to make up work when they cannot attend class due to illness, isolation, or an emergency situation (see [Continuity of Instruction](#))
- Grading procedures and standards
- Attendance or (online) participation policy
- Plagiarism policy (see [Code of Student Rights and Responsibilities](#))
- Title IX Statement (see [Mandatory Syllabus Statement](#))
- A statement that the instructor reserves the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or other similar reasons

*Optional statements and resources that the instructor may want to include or link to, such as:*

**Basic Needs Support**

Doing well in classes (and in life, for that matter) means getting a good night's sleep, having enough to eat, and being able to get to where you need to go. If you are having any difficulties with these basic necessities, remember that UofL has resources to assist you. You can obtain free food and toiletries through the [Cardinal Cupboard](#) (SAC W312) and free clothing, shoes, household items, and other supplies through the [UofL Free Store](#) (SAC W303C). Additionally, a [Student Success Coordinator](#) in our Student Success Center can work with you individually to provide guidance and support and to connect you to resources, if you're experiencing any academic, financial, or personal difficulties. [REACH](#) offers tutoring, coaching, and workshops for students who want to improve their academic and self-management skills, such as time management, organization, test taking and other study skills. And finally, you can find support and resources via the [UofL Concern Center](#).

**Community of Care Statement**

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the university. The most up-to-date health and safety guidelines and resources can be found at <https://louisville.edu/coronavirus/>.

[University of Louisville Redbook](#)

[Code of Student Rights and Responsibilities](#)

**CARDINAL CORE COURSES**

**Objectives:** If the course fulfills one or two of the Cardinal Cores, please make sure that the applicable objectives below are indicated. Be sure that you're using the current Cardinal Core name and abbreviation wherever they appear.

**Arts & Humanities (AH)**

Arts and Humanities are concerned with the understanding of art, music, theatre, literature, philosophy, and religious thought.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and/or secondary materials.
2. Demonstrate an understanding of the reciprocal relationship between (1) social and cultural factors in their historical context and (2) intellectual inquiry and creative expression within the arts and/or the humanities.
3. Represent and critically respond to multiple points of view on cultural issues in different historical, social, and/or cultural contexts.
4. Communicate effectively in speech and writing, paying particular attention to the use of evidence in interpretive arguments, through citation appropriate to the discipline.

**U.S. Diversity (D1)**

Courses in U.S. Diversity (D1) will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural, and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.
2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U.S.
3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.

**Global Diversity (D2)**

Courses in Global Diversity (D2) will broaden students' understanding of how the experiences and opportunities of individuals and/or groups in non-U.S. societies are shaped by the various historical, cultural, and social structures and processes of stratification locally or globally.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of social stratification in non-U.S. societies.
2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in non-U.S. societies.
3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.

- Assessments:** Assessments must be specified for all Cardinal Core outcomes. See "Sample Outcomes and Assessments for AH, D1, and D2" below.

- WRITING COURSES:** If the course is designated as an upper-level writing course (WR), please make sure that applicable criteria are indicated.

Criteria for WR Courses

1. Written assignments shall reflect the discipline's forms and methods of inquiry.
2. Every WR course shall require a minimum of 2,400 words of writing in response to several written assignments (papers, essays, tests, reviews, or reports). Faculty assessment shall include recommendations for improvement.
3. Course syllabi shall specify all WR requirements for the course.
4. Upper-division WR courses shall include a discipline-based research component as a significant part of at least one of the graded writing assignments.
5. Enrollment in WR courses is limited to 24 students

- 500-LEVEL COURSES:** A statement of any additional requirements for graduate students *must* be included.

## Sample Outcomes and Assessments for AH, D1, and D2

### I. Arts and Humanities (AH)

Arts and Humanities are concerned with the understanding of art, music, theatre, literature, philosophy, and religious thought.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and/or secondary materials.

This outcome is assessed by:

- (a) creating a reciprocal journal that synthesizes connections between texts and other forms of expression in the arts and humanities. These entries will contain brief evaluations of selected quotes from texts or observations about other forms of expression in the arts that stem from different social locations and multiple points of view. Representative readings range from chapters in Loewen (2007) and Takaki (2008) to primary accounts by William Bradford, Fredrick Douglass, etc. Expression in the arts is represented by literary works (e.g., Glaspell's *Trifles*), films (e.g., *12 Years a Slave*), a visit to the art museum, etc.
- (b) a group presentation of a reading assignment that requires students to discuss and respond to a point of view on a cultural issue in a particular historical, social, and/or cultural context. The presentation also requires students to critically evaluate the text and to synthesize the text's connections to multiple points of view on cultural issues present in other course materials and current events.
- (c) a short essay that evaluates texts for evidence of cognitive dissonance.

## II. U.S. Diversity (D1)

Courses in U.S. Diversity (D1) will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural, and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.

This outcome is assessed by:

- (a) a cultural analysis essay that objectively describes two polarized views of a contemporary cultural issue and analyzes that issue using analogy to historical, social, and/or cultural contexts of the past. Past contexts refer to general subject areas covered in the course (e.g., Native American cultures, African American cultures, etc.)
- (b) completing and understanding reading assignments, especially from Loewen (2007) and Takaki (2008), as demonstrated by performance on reading questions.

## III. Global Diversity (D2)

Courses in Global Diversity (D2) will broaden students' understanding of how the experiences and opportunities of individuals and/or groups in non-U.S. societies are shaped by the various historical, cultural, and social structures and processes of stratification locally or globally.

Global Diversity (D2) Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of social stratification in non-U.S. societies.

*Assessment: This course and its assignments will examine all of the above in relation to societies, customs, and traditions within African history.*

2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in non-U.S. societies.

*Assessment: Through examinations, essays, quizzes, and other exercises, students will examine various life experiences across the African continent over centuries.*

3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.

*Assessment: The assignments in this course will test students' geographical knowledge of the African continent and examine the diversity of experiences within African history.*

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Courses that fulfill Cardinal Core requirements will be indicated by the AH, D1, and D2 designations. For a complete list of Cardinal Core courses, see <http://louisville.edu/provost/ger/cardinal-core-program-proposal/cardinalcorecourselist>.

Some other important links for syllabus construction can be found at <https://louisville.edu/provost/ger/cardinal-core-program-proposal/cardinalcoresyllabusguidelines>.

General syllabi guidelines, including instructions on how to upload syllabi to Blackboard, can be found at <https://louisville.edu/delphi/resources/syllabus>.