

## General Education Foundations of Society and Culture (SC) Course Information Sheet

**Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.**

Department, Course Number, and Title \_\_\_\_\_

### The aim of the GE SC course offerings is:

*The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed, and how new understandings of social phenomena are achieved and evaluated.*

**General Education SC Student Learning Goals:** Courses fulfilling SC will provide a minimum of five units and should align with *each* of the following four learning goals (see Appendix):

1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.
2. Students will learn how to analyze sources and data.
3. Students will engage in critical interpretation and reasoning.
4. Students will communicate effectively.

**General Education SC Student Learning Outcomes:** Each course should have student learning outcomes listed in the syllabus. These learning outcomes may be tied to a specific discipline but should be associated with each of the *four* broad learning goals listed above (please see **Appendix I: Society & Culture Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

### General Guidelines for GE SC Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Society & Culture foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Society & Culture are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Historical Analysis
- Social Analysis

Briefly describe the rationale for assignment to SC foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2020-22 and give anticipated enrollment:

2020-21	<input type="checkbox"/>	Fall: Enrollment _____	2021-22	<input type="checkbox"/>	Fall: Enrollment _____
	<input type="checkbox"/>	Winter: Enrollment _____		<input type="checkbox"/>	Winter: Enrollment _____
	<input type="checkbox"/>	Spring: Enrollment _____		<input type="checkbox"/>	Spring: Enrollment _____
	<input type="checkbox"/>	Summer: Enrollment _____		<input type="checkbox"/>	Summer: Enrollment _____

Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal 15 hours/week: \_\_\_\_\_ (hours)

Please note that if you're teaching a summer course, the aggregated hours should equal 150. For instance, if you're teaching a 5 week course, your total out-of class and in-class time per week should equal 30 hours.

Please present a concise explanation for the following:

How does your course address each of the four learning goals?

Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment that speak to these learning goals.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

## APPENDIX I

### Student Learning Goals with Nested Learning Outcomes for all General Education (GE) Foundations in Society and Culture (SC) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE SC” courses:

- 1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.**
    - a. Students will be able to identify how culture develops and changes over time and explore the multi-dimensionality of culture.
    - b. Students will understand how diverse societies are structured and organized and recognize internal and external differences both within and across societies.
    - c. Students will analyze historical development and change with an emphasis on understanding the causes and consequences of these changes.
    - d. Students will consider how different disciplines examine society and culture, including their principal theoretical and methodological approaches.
  
  - 2. Students will learn how to analyze sources and data.**
    - a. Students will learn to identify and use different types of primary and secondary sources.
    - b. Students will engage actively in the social-scientific processes of inquiry, analysis, and problem-solving, as well as quantitative and qualitative research and data collection.
    - c. Students will evaluate sources and data for their positionality, significance, reliability, and validity.
  
  - 3. Students will engage in critical interpretation and reasoning.**
    - a. Students will evaluate and develop arguments informed by evidence.
    - b. Students will gain critical reading skills, including media literacy.
    - c. Students will reflect on how history and the social sciences have been used, and can be used, to inform positive or negative social change.
  
  - 4. Students will communicate effectively.**
    - a. Students will develop the ability to summarize, synthesize, and analyze scholarly literature.
    - b. Students will practice writing clearly in appropriate/relevant disciplinary styles and marshal evidence in support of an argument.
    - c. Students will learn how to communicate with non-expert audiences.
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