To: Academic Senate

From: Emily Stoper, Chair, Committee on Instruction and Curriculum (CIC)

Subject: Proposal for Learning Outcomes in General Education (G.E.) Area D4, Upper Division Social Science

Purpose: For Action by the Academic Senate

Action Requested: Approval by the Senate of the following Learning Outcomes:

Over-all Goal: Courses meeting this requirement must apply the research findings of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.

1. Demonstrate an understanding of and the ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:
   a. Explain and use at least two standard or basic theories and models;
   b. Define and use key disciplinary terms;
   c. Explain and critique professional applications of disciplinary concepts.

2. Demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences:
   a. Identify key research issues and conduct an appropriate literature review;
   b. Write research-based hypotheses or research questions;
   c. Collect data or use existing data to address important social issues;
   d. Analyze data or describe how data should be analyzed.

3. Explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

4. Develop advanced skills in oral and written argument in the social or behavioral sciences. (Possible areas may include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)

Background Information:

All students must take 4 units of upper division social science in G.E. These learning outcomes for courses that meet this requirement were developed by a special committee consisting of one representative from each of the four colleges. They were approved unanimously by both CIC’s G.E. Subcommittee and CIC itself.

These outcomes build on the learning outcomes for lower division social science courses that meet this requirement. They are the same as those requirements, with two exceptions.

1- The phrases in bold-face replace phrases in the lower division requirement that require only knowledge or familiarity with the issues or subject matters.

2- The upper-division courses need not work toward learning pertaining to the political, social and/or economic institutions of a country other than the United States. The reason is that only 4 units are required at the upper-division level, compared with 12 units at the lower-division level, and it did not seem appropriate to eliminate all American-focused courses from upper-division social science.