

Self-Review Report on the General Education Curriculum  
*Foundations of Society and Culture*

Submitted to the Undergraduate Council, Academic Senate  
by the General Education Governance Committee  
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## Preface

Over the last twenty years, all UCLA units responsible for undergraduate education have worked collaboratively to establish a common campus-wide General Education (GE) curriculum and course list based on three foundation areas of knowledge: *Arts and Humanities*, *Society and Culture*, and *Scientific Inquiry*. A General Education Governance Committee was established in 1998-99 to oversee the development of a new GE curriculum and to provide ongoing monitoring, evaluation and improvement of the courses within it. To further maintain and strengthen the quality of UCLA's general education program, the Vice Provost (VP) for Undergraduate Education and the Undergraduate Council (UgC) worked closely with the GE Governance Committee in 2002 to establish a process for the systematic review of the course offerings in each of the new foundation areas of knowledge. As with departments, these GE curricular reviews were slated to take two years to complete and involve a period of self-review, as well as a site visit by campus and extramural scholars.

The following self-review report addresses the *Society and Culture* (SC) General Education Curriculum. The report is divided into five sections that are designed to provide the reader with 1) information about the SC *Ad Hoc* Committee and its charge; 2) the history of UCLA's general education reform effort, and the development of its *Society and Culture* GE foundation area; 3) data on campus-wide SC requirements, course offerings, faculty involvement, and student enrollments; 4) the committee's review of SC curriculum and pedagogy; and 5) recommendations for the further improvement of social and historical analysis GE courses at UCLA.

## The Society and Culture *Ad Hoc* Review Committee and Its Charge

### *Ad Hoc* Committee Membership

In Fall 2015, the General Education Governance Committee approved the formation of a Society and Culture *Ad Hoc* Review Committee for the purpose of conducting a self-review of the curriculum of the *Society and Culture* GE foundation area. This committee was jointly appointed by the Chair of the GE Governance Committee, Muriel McClendon, and the Vice Provost for Undergraduate Education, Patricia A. Turner, and its membership was composed of faculty representatives from the social science and natural science divisions of the College of Letters and Science. Professor Tobias ("Toby") Higby of the Department of History served as chair of the *ad hoc* committee. M. Gregory Kendrick, a former member of both the 2002 SC workgroup that reviewed and certified course offerings for the SC curriculum in 2007 and the 2007-2008 self-review of this GE foundation area, provided resource support for Toby and helped prepare the committee's final report. Further support was provided to the *ad hoc* committee by administrative staff from the GE Governance Committee, the Undergraduate Education Initiatives unit, the Registrar's Office, College Academic Counseling, and the Center for Educational Assessment.

The members of the SC *Ad Hoc* Review Committee and their departmental affiliations are listed below:

- Tobias Higby, *Chair* (Department of History)
- M. Gregory Kendrick, *Resource Support* (Freshman Cluster Program/Department of History;
- Victor Bascara (Department of Asian American Studies)
- Jessica Goldberg (Department of History)
- Gaye Theresa Johnson (César E. Chavez Department of Chicana/o Studies)
- Richard Lesure (Department of Anthropology)
- Edward Walker (Department of Sociology)
- Keith Stolzenbach (Department of Civil and Environmental Engineering/Institute of the Environment and Sustainability)

### ***The Ad Hoc Committee Charge***

The *ad hoc* committee was charged by the Vice Provost for Undergraduate Education and the General Education Governance Committee to address a wide range of quantitative and qualitative questions and issues relating to the Foundations of Society and Culture GE curriculum (See Appendix A). Among these were the following:

#### Pedagogical Issues

The mission statement for courses carrying GE credit in the Foundations of Society and Culture area of knowledge is as follows:

*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.*

Given these aims, the *ad hoc* review committee was asked to review SC courses with the following pedagogical questions in mind:

- Do the current Society and Culture GE courses provide students, particularly those in the Humanities and Natural Sciences, with a satisfactory introduction to:
  - 1) “The ways in which humans organize, structure, rationalize and govern their diverse societies and cultures over time;”
  - 2) The methods, or “ways of knowing” historians and social scientists use to study historical questions, social problems, political issues, and economic topics; and
  - 3) How historical and social data are collected and analyzed and “new understandings of social phenomena are achieved and evaluated.”
- Are there other ways of organizing and/or “packaging” these courses so as to insure that their students are able to engage historical and social science issues in some depth?
- Are there important topics in history and the social sciences that are not being addressed by the existing courses in the Society and Culture area, and, if so, how can this situation be rectified by History, the Social Sciences, interdepartmental programs, and those Humanities departments that address matters of concern to historians and social scientists?
- Do our existing Society and Culture GE courses provide UCLA students with adequate opportunities to write and engage in intensive discussions that are capable of conveying to them how historians and social scientists discover, create, and evaluate new knowledge in their areas of research?

#### Departmental Course Offerings

Another key aim of this foundational area review was to determine if Society and Culture GE courses have been conducted in a manner that is consistent with the course proposals that were submitted and approved by the GE Governance Committee and the UGC in 2002 and thereafter. Specifically, the committee charged with the review of this area needed to determine if the sponsoring departments or programs had:

- Offered their courses on a regular basis and met projected student enrollment targets;
- Introduced the students taking these courses to the ideas, methods and work of departmental faculty and senior graduate students;
- Provided students with syllabi that describe course subject matter and objectives; outline weekly lecture topics, discussion sections, experiential opportunities, and assignments; include a reading list; and provide some description of the course's grading policy; and
- Insured that their courses continue to achieve their designated general education aims.

### Student Engagement

The review of the Foundations of Society and Culture was also charged with addressing student engagement in the courses being offered in this area of knowledge. Given the fact that these GE courses are directed at both social science and non-social science students, the committee needed to address the following questions:

- What are the enrollment patterns in the courses that are offered in the Foundations of Society and Culture?
- Are certain classes in Society and Culture over or undersubscribed, and, if so, why is this happening?
- How do non-social science students rate the introduction they are receiving through their SC GE courses to important issues, developments, and methodologies in history and social science?

### **Historical Background**

#### ***A Brief History of General Education Reform at UCLA***

In 1994, a faculty-student workgroup was organized to examine the General Education curriculum at UCLA. After two years of intensive research and discussion, this group issued a report in June 1997 entitled *General Education at UCLA: A Proposal for Change*. This document called for GE requirements that were "simpler, fewer, more coherent, and clearer in purpose;" a common campus-wide GE curriculum and course list; first year clusters; and a permanent GE oversight authority.

In 1996, Judith L. Smith was appointed Vice Provost (VP) for Undergraduate Education and given authority over general education at UCLA. Vice Provost Smith received permanent money to support curricular initiatives aimed at improving GE from Chancellor Charles E. Young in 1997, and worked with university administrators, Deans, faculty, and Academic Senate committees throughout 1997-98 to draft and implement plans for GE reform. In 1998-99, Vice Provost Smith launched a pilot GE Cluster Program with the aim of developing ten clusters over five years to enroll up to 45% of the incoming freshman class. During the same academic year, UCLA's Undergraduate Council established a GE Governance Committee jointly appointed by the Chair of UGC and the VP for Undergraduate Education.

UCLA's new GE Governance Committee worked with the VP for Undergraduate Education and her staff during the summer and fall of 1998 to develop a proposal for a common campus-wide GE curriculum and course list that would provide lower division students with an ample spectrum of learning in the natural and social sciences, arts, and humanities; introduce them to interdisciplinary approaches to learning; foster responsible citizenship; and strengthen intellectual skills. These deliberations culminated in a formal proposal by the GE Governance Committee in January 2001 to replace the UCLA College's divisional based GE requirements with a 10 course (most with a 5 unit value to reflect the increase in their academic rigor) GE curriculum centered on three foundation areas of knowledge: *Foundations of Arts and Humanities*, *Foundations of Society and Culture*, and *Foundations of Scientific Inquiry*. This GE foundational framework was approved by the College faculty at the end of 2001, and throughout the winter and spring of 2002 three foundation area faculty workgroups evaluated all GE courses, old and new, for certification and inclusion in the new curriculum. This new curriculum was implemented in Fall 2002.

On March 7, 2003, the Undergraduate Council unanimously adopted a proposal by GE Governance for a campus-wide GE framework based on the foundational area of knowledge model with a common GE course list. In 2004, the School of Arts and Architecture and the School of Theater, Film and Television adopted the foundational area framework and course list. The Henry Samueli School of Engineering and Applied Sciences followed suit in the spring of 2005, as did the School of Nursing at the beginning of 2006. As of Fall 2006, all incoming UCLA freshmen satisfy their GE requirements by taking a requisite number of courses across three foundation areas of knowledge.

### ***2002 Review and Certification of GE Courses in the Foundations of Society and Culture***

As noted in the foregoing history of GE reform, throughout the winter and spring of 2002, three faculty workgroups (one associated with each of the three foundation areas) evaluated all GE courses. The workgroup charged with the review of courses submitted for general education credit in the Foundations of Society and Culture area was guided in its deliberations by the SC foundation mission statement that outlined the pedagogical purpose and goals of UCLA's social science GE curriculum (See page 2).

The SC workgroup also reviewed proposed SC courses with an eye aimed at determining if their workload merited 4 or 5 units of credit, and if they satisfied one or more principles or aims that the Academic Senate had determined were basic to general education, i.e., familiarizing students with the ways in which social scientists and historians create, discover and evaluate knowledge; teaching them to compare and synthesize different disciplinary perspectives; increasing their ethical awareness and cultural sensitivity; and strengthening basic intellectual skills.

The workgroup affirmed that most of the courses that were submitted for inclusion in the *Society and Culture* area were consistent with the SC mission statement and satisfied many of UCLA's general education goals. There were several issues and questions, however, which arose during the workgroup's deliberations. These were:

- The criteria that courses in other foundation areas of knowledge should satisfy in order to receive GE credit in the Foundations of Society and Culture.
- The need for general education courses that contextualize issues of race, ethnicity, gender, and multicultural interactions worldwide. Specifically, the committee grappled with the question of what a strong GE course dealing with cultural diversity would look like, i.e., what its focus would be and how it would be taught.
- The place of interdisciplinarity in Society and Culture GE courses.

With regard to these issues, the workgroup concluded that:

- For courses to receive GE credit in the Foundations of Society and Culture GE area they need to be focused on 1) a society's historical development and/or its political, social, cultural, and economic arrangements and institutions; and 2) some of the principal theoretical approaches and methods common to the work of scholars in history and the social sciences.
- On the issue of GE courses addressing cultural diversity, the workgroup was unable to resolve what the focus of such courses should be or how they were to be taught. Some members felt that issues of diversity could be adequately addressed within GE courses whose focus was on non-western cultures and societies or how different groups within a society—women, homosexuals, slaves—had been treated in the past. Other members of the group argued for GE diversity courses that were solely about issues of difference within specific social and historical contexts, and that focused student attention on the experiences of groups defined by race, gender, class, language, sexual orientation, ethnicity, and religion.
- The group agreed that there should be SC courses that introduce students to as wide a range of disciplinary perspectives as possible. However, it was also acknowledged that, on the grounds of both academic freedom and the criteria stipulated in the Senate approved description of the

Foundations of Society and Culture, SC courses with a more traditional disciplinary focus have to be accepted for GE credit in this area.

For more information on the work of the 2002 Foundations of Society and Culture Workgroup, go to the following link: <http://www.ugeducation.ucla.edu/uei/docs/ge/rep-sc.htm> .

**Periodic Review of the General Education Curriculum**

At the recommendation of the Vice Provost, the GE Governance Committee and the UgC agreed that there should be some system of periodic programmatic review of the new GE foundation areas. Consequently, in 2002, the UgC approved a proposal by Vice Provost Smith for an eight-year systematic rotation of reviews for several non-departmental programs that report to her, including General Education. Under this proposal, and according to modifications approved in Spring 2006, Vice Provost Smith’s staff was slated to work with the GE Governance Committee to conduct a self-review of the three foundation areas over a six-year period as follows:

**Table 1. Foundation Area Review Schedule – 2005-06 through 2010-11**

Year	Scientific Inquiry	Society and Culture	Arts and Humanities
2005-06	Self-Review		
2006-07	UgC Review		
2007-08		Self-Review	
2008-09		UgC Review	
2009-10			Self-Review
2010-11			UgC Review

The self-review for the *Foundations of Society and Culture* was the second internal review of UCLA’s GE curriculum, and it was followed by a full external review administered by the Undergraduate Council in 2008-09 (For further information on this review see Appendix B).

**Society and Culture Requirements, Course Offerings, Faculty Engagement, and Student Enrollments**

The charge of the *ad hoc* review committee is to provide the Academic Senate with information pertaining to the current state of the *Foundations of Society and Culture* area of UCLA’s GE curriculum. Meeting this charge involves addressing a range of quantitative questions about course offerings, faculty engagement, and student enrollments, and qualitative concerns relating to whether or not current SC courses are providing students with a satisfactory introduction to “the ways in which humans organize, structure, rationalize and govern their diverse societies and cultures over time.” Detailed in this section is information pertaining to SC requirements across campus; the number of courses carrying SC GE credit and the departments mounting them; the levels of faculty engagement in these classes; and student enrollments in Society and Culture course offerings. Data for this section were provided by the Undergraduate Education Initiatives unit, the Registrar, the College Academic Counseling Office, and the Center for Educational Assessment.

**Requirements for Students in Different Academic Units**

All UCLA students are required to take *Foundations of Society and Culture* courses, and they select their courses from the course list approved by the GE Governance Committee in two subfields, Social Analysis and Historical Analysis. The number of required courses, however, is not the same, and Table 2 sets out the requirements of each academic unit with an undergraduate population.

**Table 2. Course Requirements for Society and Culture by Academic Unit**

College/School	Subgroups	Requirement	Effective Date
UCLA College	Social Analysis Historical Analysis	One course from each subgroup with a third course from either subgroup.	Fall 2002
School of the Arts and Architecture	Social Analysis Historical Analysis	One course from each subgroup with a third course from either subgroup.	Fall 2004
School of Theater, Film and Television	Social Analysis Historical Analysis	One course from each subgroup with a third course from either subgroup.	Fall 2004
Henry Samueli School of Engineering and Applied Science	Social Analysis Historical Analysis	One course from each subgroup.	Fall 2005
School of Nursing	Social Analysis Historical Analysis	One course from each subgroup with a third course from either subgroup.	Fall 2006

Beyond utilizing a shared course list, GE social science requirements across undergraduate units have a number of other similarities:

- Only students entering UCLA as freshmen must fulfill the GE requirements; transfer students fulfill different requirements set by the statewide Intersegmental General Education Transfer Curriculum (IGETC) requirements.
- AP courses cannot be used as a substitute or “course equivalent” for any GE SC course.
- UCLA students may take a course at a community college during the summer (or when they are not enrolled at UCLA) and the class taken can be used to fulfill UCLA’s GE SC requirements if it has been approved as equivalent to a UCLA social analysis or historical analysis offering.
- Because they are regarded as foundational courses, most GE course offerings are lower division and are intended for students in their freshman and sophomore years.

***Curriculum Data: Courses, Faculty, and Student Enrollment***

Courses

From Fall 2008 to the end of Spring 2015 (the time span covered by this review), 159 courses were approved as general education courses in the *Foundations of Society and Culture* area for a total of 293 SC classes. These courses are summarized by academic unit in Table 3, and a detailed list of them is provided in Appendix C. The data in Table 3 reveal the following:

- 31 different departments, 7 IDPs (interdepartmental programs), 2 Centers, and 3 lower division programs offer courses approved for GE credit in the *Foundations of Society and Culture*;
- 163 of these courses are approved for historical analysis credit and 130 for social analysis credit; in addition, 70 are approved for *either* historical *or* social science credit, depending on the students’ choice;
- 16 SC courses carry GE seminar and/or Writing II credit: 9 in historical analysis; 7 in social analysis; and 1 is approved as *either* historical *or* social science, depending on the students’ choice.



- 237 SC courses are lecture courses with discussion sections that meet one to two hours each week. 56 SC lecture courses do not have discussion sections assigned to them.
- Both historical and social analysis courses are designed for students planning to major in the arts, humanities, social and natural sciences. 65 SC courses are designated as “preparation” for various majors in history, humanities and the social sciences. 228 SC courses are not listed as “preparation” for a major.

With the exception of Aerospace Studies, Economics, Military Science, and Naval Science, all departments and programs in the Division of Social Sciences offer courses that carry either historical or social analysis GE credit in the *Foundations of Society and Culture*. Departments and programs in the Division of Humanities (Applied Linguistics and TESL, Art History, Asian Languages and Cultures, Classics, Germanic Languages and Cultures, Italian, Musicology, Near Eastern Languages and Cultures, Philosophy, Slavic Languages and Literature, and Spanish and Portuguese), Life Sciences (Molecular, Cell and Development Biology), Physical Sciences (Institute of the Environment and Sustainability, Statistics), and the School of Arts and Architecture (Architecture and Urban Design, Ethnomusicology, World Arts and Cultures), Engineering and Applied Sciences, Education and Information Science (Information Science), Music (Musicology), Public Affairs (Public Policy), and the International Institute (Global Studies) also offer courses carrying GE credit in *Society and Culture*. Finally, a number of Honors Collegium seminars, Civic Engagement courses, and Freshman Clusters carry historical and social analysis GE credit as well.

Table 3. Number of Approved Courses by Program or Department for HA and SA Credit

	HA only	SA only	Both	Total
AFRICAN AMERICAN STUDIES	2	0	1	4
ANTHROPOLOGY	0	2	1	4
APPLIED LINGUISTICS	0	3	0	3
ARCHITECTURE AND URBAN DESIGN	2	0	0	2
ART HISTORY	3	0	1	5
ASIAN AMERICAN STUDIES	3	2	0	5
ASIAN LANGUAGES AND CULTURES	5	0	0	7
CHICANA AND CHICANO STUDIES	0	0	1	2
CIVIC ENGAGEMENT	0	2	0	2
CLASSICS	3	1	0	4
COMMUNICATION STUDIES	0	1	3	7
DESIGN / MEDIA ARTS	0	1	0	1
ENGINEERING AND APPLIED SCIENCE	0	1	0	1
ENVIRONMENT AND SUSTAINABILITY	0	4	0	4
ETHNOMUSICOLOGY	0	1	0	1
FRENCH AND FRANCOPHONE STUDIES	1	0	0	1
GENDER STUDIES	0	2	0	2
GENERAL EDUCATION CLUSTERS	6	3	35	79
GEOGRAPHY	1	3	0	4
GERMANIC LANGUAGES	5	0	1	7
GERONTOLOGY	0	1	0	1
GLOBAL STUDIES	0	1	0	1
HISTORY	38	1	3	45
HONORS COLLEGIUM	5	1	1	8
HUMAN GENETICS	0	1	0	1
INFORMATION STUDIES	0	3	0	3
INTERNATIONAL AND AREA STUDIES	0	2	2	6
ITALIAN	2	0	0	2
LABOR AND WORKPLACE STUDIES	0	0	3	6
LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES	1	2	0	3
MOLECULAR, CELL, AND DEVELOPMENTAL BIOLOGY	0	1	0	1
MUSICOLOGY	1	0	1	3
NEAR EASTERN LANGUAGES AND CULTURES	6	0	2	10
PHILOSOPHY	0	1	0	1
POLITICAL SCIENCE	0	6	0	6
PUBLIC POLICY	0	1	0	1
RELIGION, STUDY OF	4	1	2	9
SCANDINAVIAN SECTION	0	0	1	2
SLAVIC, EAST EUROPEAN, AND EURASIAN LANGUAGES AND CULTURES	2	1	1	5
SOCIAL WELFARE	0	1	0	1
SOCIETY AND GENETICS	0	2	6	14
SOCIOLOGY	0	3	5	13
SPANISH AND PORTUGUESE	2	0	0	2
STATISTICS	0	1	0	1
WORLD ARTS AND CULTURES/DANCE	0	3	0	3
<b>Total</b>	<b>163</b>	<b>130</b>	<b>70</b>	<b>293</b>

**Course Offerings and Their Instructors**

During the academic year, *Foundations of Society and Culture* courses are taught by either tenure-track faculty or by lecturers and teaching fellows. As Tables 4 and 5 demonstrate, of the 293 SC courses offered from 2001-02 to 2014-15, 78.3% of them have been taught by ladder faculty (278) and 21.7% were lecturers, adjuncts, or teaching fellows (77). Summer session SC GE offerings are also included in these numbers. (For additional information on faculty engagement in SC courses, see Appendix D).

**Table 4. Use of Ladder vs. Non-Ladder Faculty by AY**

	Ladder	Non-Ladder	Total
2001-2002	1	0	1
2002-2003	36	10	46
2003-2004	58	13	71
2004-2005	3	0	3
2005-2006	0	0	0
2006-2007	12	6	18
2007-2008	4	1	5
2008-2009	5	1	6
2009-2010	12	2	14
2010-2011	106	27	133
2011-2012	7	1	8
2012-2013	27	9	36
2013-2014	6	2	8
2014-2015	37	13	50
2015-2016	4	3	7
<b>Total</b>	<b>318</b>	<b>88</b>	<b>406</b>

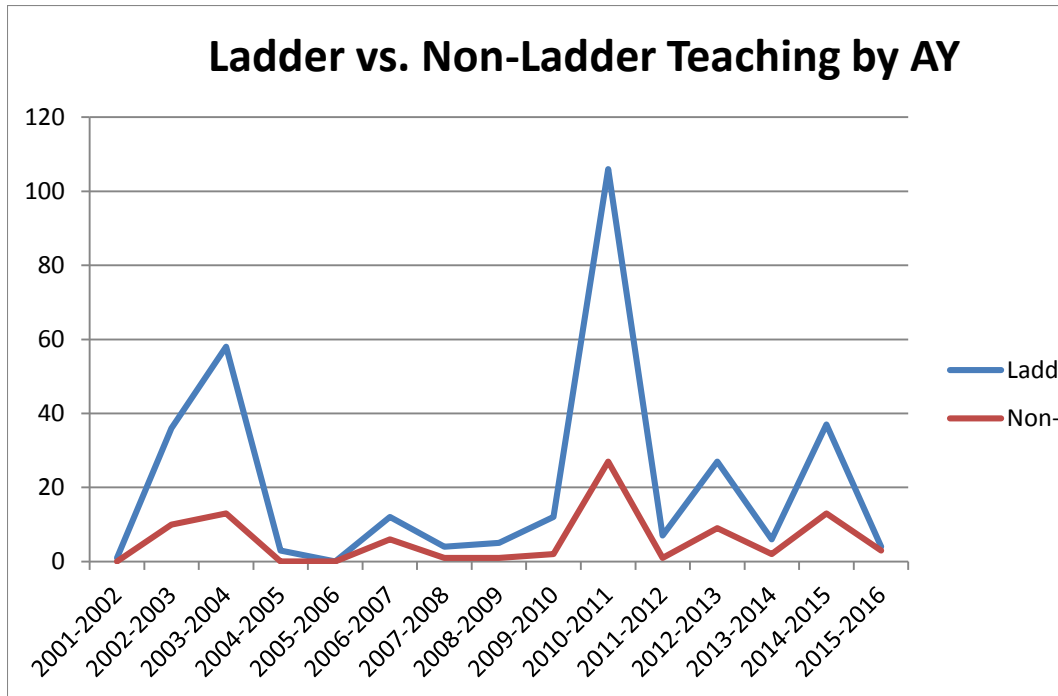


Table 5. Ladder vs. Non-Ladder by Instructor Home Department

	Y	N	Total
Architecture & Urban Planning	0	1	1
Civil & Environmental Engineering	1	0	1
Law	3	0	3
Information Studies	2	0	2
Social Welfare	2	0	2
Dean, School of the Arts	1	0	1
Design   Media Arts	1	0	1
World Arts & Cultures	2	2	4
Ethnomusicology	2	0	2
Music	2	0	2
Honors Programs	0	2	2
Educational Initiatives	0	12	12
Classics	6	1	7
Art History	4	0	4
Musicology	13	0	13
English	20	26	46
French & Francophone Studies	2	0	2
Germanic Languages	3	0	3
Italian	1	0	1
Linguistics	8	1	9
Near Eastern Languages & Cultures	3	2	5
Asian Languages & Cultures	6	0	6
Philosophy	2	0	2
Scandinavian Section	0	1	1
Slavic Languages & Literatures	3	1	4
Spanish & Portuguese	1	1	2
Speech & Communication Studies	3	2	5
Comparative Literature	1	0	1
Study of Religion	0	1	1
Ecology & Evolutionary Biology	0	1	1
Physiological Science	12	0	12
Molecular, Cell, & Developmental Biology	0	1	1
Psychology	2	0	2
Women's Studies	3	0	3
Chemistry & Biochemistry	0	1	1
Statistics	0	2	2
Anthropology	4	0	4
Economics	2	0	2
Geography	8	0	8
History	75	6	81
Public Policy	3	0	3
Urban Planning	0	2	2
Political Science	23	0	23
Sociology	27	3	30
Interdepartmental Degree Programs	0	1	1
Asian American Department	14	0	14
Chicana/o Studies	1	0	1
Neurobiology	1	0	1
Human Genetics	3	0	3
Family Medicine	7	1	8
Psychiatry & Biobehavioral Sciences	0	3	3
Academic Technology Services	0	1	1
Center for Society & Genetics	1	2	3
<b>Total</b>	<b>278</b>	<b>77</b>	<b>355</b>

Student Enrollment

Table 6 reveals that the average yearly enrollment in SC courses from 2001-02 to the present has been 20,151 students. In the seven years since the completion of the 2008 Society and Culture review, that average has increased to 22,194. This increase reflects the fact that SC courses are serving an undergraduate population that has been steadily expanding since 2006-07 (and that is slated to grow even further over the next 2 years). Perhaps what is most striking is the rapidly growing numbers of BS students taking these courses, a shift that reflects the overall decline in the numbers of students seeking a BA at UCLA since 2006-07. The numbers below also point to an increase in SA course enrollments over those carrying HA credit, a development that may indicate more students are opting to take a second SA course to complete their three course requirements in this part of the GE curriculum.

**Table 6. Enrollment Summary, 2001-2015**

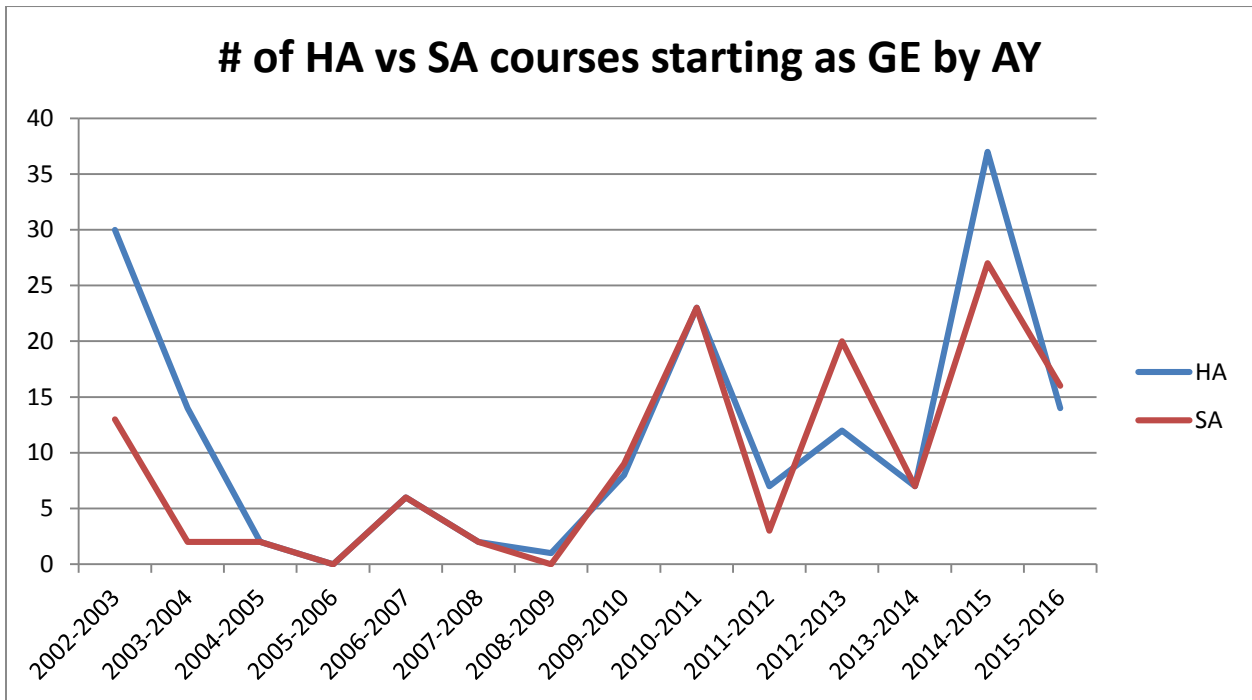
	<b>Total S&amp;C Enrollment by Academic Year</b>	<b>% AB</b>	<b>% BS</b>	<b>% NDO</b>	<b>% in HA</b>	<b>% in SA</b>	<b>% in BOTH</b>
2001-2002	15,447	75.2%	21.5%	3.3%	45.2%	44.9%	9.9%
2002-2003	16,224	75.6%	21.2%	3.2%	41.9%	42.7%	15.4%
2003-2004	17,308	73.6%	23.4%	2.9%	40.7%	45.3%	14.0%
2004-2005	18,012	74.5%	22.9%	2.6%	40.8%	44.5%	14.7%
2005-2006	17,498	73.2%	24.3%	2.5%	40.7%	44.7%	14.6%
2006-2007	21,142	71.3%	25.5%	3.0%	37.8%	48.1%	14.1%
2007-2008	21,132	64.4%	33.2%	2.4%	38.9%	46.7%	14.4%
2008-2009	22,830	59.6%	38.1%	2.3%	36.0%	45.2%	18.9%
2009-2010	22,696	57.3%	39.9%	2.7%	32.4%	51.2%	16.3%
2010-2011	22,574	55.3%	41.5%	3.1%	31.1%	54.6%	14.4%
2011-2012	23,537	54.9%	42.3%	2.7%	31.4%	53.2%	15.4%
2012-2013	21,871	54.3%	42.7%	2.9%	31.1%	56.0%	12.9%
2013-2014	21,070	53.3%	43.5%	3.2%	31.0%	56.8%	12.2%
2014-2015	20,779	52.5%	44.6%	2.9%	32.0%	54.0%	14.0%
<i>Note 1: UIDs may be accounted more than once per AY</i>							
<i>Note 2: AY = fall, winter, spring, summer</i>							

Discussions with representatives from both the Registrar’s Office and College Counseling revealed that students do not appear to be experiencing any difficulty in finding and enrolling in courses satisfying their SC GE requirements. As the table and graph on the following page demonstrate, this is likely due to the fact that increased enrollments at UCLA have been accompanied by an uptick in the numbers of courses submitted and approved for either historical and/or social analysis credit since 2008-09.

Finally, though a majority of students complete their required SC GE course work during their freshman and sophomore years, many continue to take these courses during their junior and senior years. This tendency is especially pronounced during the summer, when SC class offerings are subscribed to more heavily by upper division than lower division UCLA students.

Table 7. HA SA courses starting as GE by term (by AY)

	# of courses	%
2002-2003	43	14.7%
2003-2004	16	5.5%
2004-2005	4	1.4%
2005-2006	0	0.0%
2006-2007	12	4.1%
2007-2008	4	1.4%
2008-2009	1	0.3%
2009-2010	17	5.8%
2010-2011	46	15.7%
2011-2012	10	3.4%
2012-2013	32	10.9%
2013-2014	14	4.8%
2014-2015	64	21.8%
2015-2016	30	10.2%
<b>Total</b>	<b>293</b>	<b>100%</b>



To determine the courses that students took most frequently to satisfy their SC requirements, we looked at those that had enrollments greater than 1000 over the seven years covered by this review (2008-2015). Table 8 lists the 41 SC courses that met this criterion.

**Table 8. Courses w/>1000 Total Combined Enrollment, 2008-2015**

Course	Foundational Credit	Average Enrollment
ANTHRO 8	HA/SA	253
ANTHRO 9	SA	285
ANTHRO 33	SA	291
ART HIS 50	HA	245
ART HIS 55A	HA/SA	229
ASIA AM 10	HA	182
ASIA AM 20	SA	194
CHICANO 10B	HA/SA	264
CLASSIC 10	HA	257
CLASSIC 20	HA	278
CLASSIC 30	SA	288
COMM ST 10	SA	228
GE CLST 20	HA/SA	206
GE CLST 21	HA/SA	187
GE CLST 30	SA	177
GE CLST 60	SA	212
GE CLST 66	HA/SA	187
GE CLST 72	SA	172
GE CLST 80	SA	140
GE CLST M1	SA	149
GE CLST M24	SA	155
GEOG 3	SA	172
GEOG 4	HA	204
GEOG 7	SA	175
GLBL ST 1	SA	262
HIST 13A	HA	203
HIST 13B	HA	193
HIST 13C	HA	206
HIST 1A	HA	227
HIST 1B	HA	246
HIST 1C	HA	237
HIST 20	HA	290
HIST 22	HA	252
HIST 2C	HA	444
HIST 8A	HA	253
PHILOS 6	SA	285
POL SCI 10	SA	292
POL SCI 20	SA	239
POL SCI 40	SA	318
POL SCI 50	SA	185
SOCIOL 1	SA	285

Of these 41 courses, Table 9 lists the ten most heavily subscribed SC courses over the last 7 years:

**Table 9. Ten Highest Enrollment Courses**

Course	Foundation Credit	Average Enrollment	8 Year Enrollment
History 2	HA	444	9,324
Political Science 40	SA	318	6,678
Political Science 10	SA	292	6132
Anthropology 33	SA	291	6,111
History 20	HA	290	6090
Classics 30	SA	288	6048
Anthropology 9	SA	285	5985
Philosophy 6	SA	285	5985
Sociology 1	SA	285	5985
Classics 20	HA	278	5830

It should be noted here that a considerable number of freshmen in the Social Sciences, Humanities, and Natural Sciences satisfy their SC GE requirements through cluster courses. With only one exception (*Evolution of the Cosmos and Life*) all of the clusters afford their students the opportunity to complete one or more of their SC requirements. Taken together, the clusters provided SC general education credit for nearly 57,246 first year students over the past seven years.

### Society and Culture Curricular Review

#### *Curricular Review Process*

Following its review of *Society and Culture* course requirements, offerings, faculty engagement, and student enrollments, the *ad hoc* committee addressed the issue of whether or not courses in this foundation area were:

- Meeting the pedagogical aims outlined in the mission statement for courses carrying SC GE credit; and
- Advancing at least two of UCLA’s GE principles, or educational aims, i.e., general knowledge, integrative learning, ethical awareness, diversity, and intellectual skills development.

Whereas in the past, GE *ad hoc* review committees have conducted syllabi reviews for all courses carrying GE credit in the different foundation areas, the SC committee opted not to do this in its self-review of the Society and Culture curriculum. This decision was based on the fact that, in accordance with past Senate recommendations, UCLA’s General Education Governance Committee (GEGC) has created an electronic archive with all of the syllabi for both current and past iterations of courses carrying GE credit. The GEGC has also established a process whereby a random sample of 10% of each foundation’s area’s course syllabi are reviewed yearly by the committee’s foundation area workgroups to ensure they meet their pedagogical aims, and advance the university’s established general education principles. The last two years, the GEGC’s SC foundation area workgroup has completed this review process and reported that the classes they examined were well organized, pedagogically sound, and meeting both SC mission statement aims and university expectations.

In place of a course syllabi review, the committee decided to work closely with Marc Levis, Director of the Center for Educational Assessment, and John Toledo, Senior Administrative Analyst in the Office of Instructional Development’s evaluation section, to devise a range of quantitative and qualitative



assessment tools, which could be used to gauge the experience of students, faculty, and graduate student instructors (GSIs) in courses carrying SC credit at UCLA. These included the following:

- Development and implementation of a brief undergraduate survey aimed at gauging whether or not students believe these classes are meeting their educational aims.
- A student “fish bowl” focus group that allowed *ad hoc* committee members to gather qualitative data regarding student experiences within the courses that carry SC GE credit.
- Interviews with the instructors of three large enrollment SC courses—one offering Historical Analysis (HA) credit, one Social Analysis (SA) credit, and one offering either HA and/or SA credit—for the purpose of getting some sense of the actual teaching experience in SC GE classes with over a 1000 students from 2008 to 2015 (the period covered by this review).

### ***Student Survey***

#### Process

Both the General Education Governance Committee and the Undergraduate Council asked the *ad hoc* SC committee to consider ways of soliciting information about the student experience in Society and Culture GE courses. At its February 29, 2016 meeting, the committee charged its Chair, Toby Higbie and resource person, Greg Kendrick, to work with Marc Levis and John Toledo from the Office of Instructional Development’s evaluation section to craft a brief survey to be sent out to all currently enrolled UCLA students who have completed a SC and HA GE course. A draft of this survey was completed, circulated, and approved by the *ad hoc* committee before the end of the Winter Quarter.

The survey consisted of 33 questions that focused on the following areas:

- The degree to which SC GE courses were meeting SC GE guidelines
- Course availability
- Course quality
- Instructor engagement
- Acquisition of intellectual skills
- Student demographic information

Specifically, this survey asked students to respond to the following queries:

#### **1. Pedagogical Aims and Alignment to Society and Culture GE Guidelines**

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. SC GE course(s) addressed questions regarding how societies were governed or organized.
- b. SC GE courses(s) discussed the different social, political, cultural, or economic arrangements in societies.
- c. The reading assignments familiarized me with methods that scholars use in the social sciences.
- d. SC GE course(s) made substantial use of primary texts in the study of a given period, society, or civilization.
- e. SC GE course(s) deployed cultural, political, or economic theories.
- f. Writing assignments required analysis and evaluation of both primary evidence and scholarship in history or the social sciences.
- g. I understood the purpose of having a Society and Culture general education requirement.

## **2. Course Availability and Enrollment**

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. I often needed to waitlist to get into the SC GE course(s) that I needed.
- b. I had difficulty finding a SC GE course(s) that fit my schedule.
- c. The number of students enrolled in my SC GE course(s) was too much.
- d. There were too many students in my discussion section(s).

## **3. Course Quality**

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. My instructor(s) taught the SC GE course(s) well.
- b. My TA(s) was/were very knowledgeable about the course topic(s).
- c. I was highly engaged during class activities or discussion.
- d. There is nothing that I would change about the SC GE course(s) that I took.
- e. I did well in my SC GE course(s).
- f. I was satisfied with the overall quality of the SC GE course(s) I took.

## **4. Instructor Engagement**

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. It was easy to approach my instructor(s).
- b. It was easy to approach my TA(s).
- c. I went to my instructor's office hours.
- d. I went to my TA's office hours.

## **5. Skills Gained**

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. The SC GE course(s) strengthened my critical thinking skills.
- b. The SC GE course(s) strengthened my writing skills.
- c. The SC GE course(s) strengthened my oral communication skills.
- d. The SC GE course(s) strengthened my problem-solving skills.
- e. The SC GE course(s) expanded my knowledge of different societies and cultures.

With the help of UCLA's Undergraduate Education Information Technology office and the use of MyUCLA's notices feature, this survey was sent to all currently enrolled UCLA undergraduates who have ever taken a course that carries SC GE credit. Approximately, 19,700 students were sent notices to participate in the online survey that ran from March 29<sup>th</sup> until April 8<sup>th</sup>. As an incentive for completing the online survey, potential subjects were offered the opportunity to be entered in a drawing for a \$100 UCLA Store gift certificate. During the time in which the survey ran, 1,849 (9.39%) responded.

### Findings

The majority of those who responded to the survey were 19 years old and were either first or second year students. Most of these respondents agreed that their SC GE courses did successfully introduce them to the concerns and methods of the social sciences, and also made them appreciate the purpose of having this curricular requirement. A majority also indicated that they had no difficulty finding courses to satisfy this part of the GE curriculum, and that the classes in which they enrolled were well taught. Most respondents also found their instructors—both faculty and graduate student instructors—to be highly engaged in their teaching and accessible to their students. Regarding the skills acquired in these classes, a majority agreed

that they felt their SC GE experiences strengthened their critical thinking, writing, and oral communication abilities, and also made them more aware of different societies and cultures.

There were also three open-ended questions on the student online survey asking students to identify both their favorite and least favorite elements in their SC GE courses, as well as any changes they would make to the classes they took to satisfy their requirements in this foundation area. On the positive side, respondents spoke favorably of the course content and format of their SC courses. They mentioned that the material they engaged in their classes was relevant to their lives, expanded their knowledge of the world and other disciplines, and made them better critical thinkers. Respondents also complimented their instructors and TAs, describing them as passionate, helpful, knowledgeable, engaging, personable, caring, skilled, and approachable.

On the less favorable side, many respondents complained about workload issues—too much reading, writing assignments with inadequate prompts—and unfair grading. A number of students also indicated that both large lecture classes and discussion sections made it difficult to interact with both their instructors (faculty and TAs alike) and other students. Among the changes these respondents called for in SC GE courses were, predictably, less reading, fairer grading, shorter lecture times, smaller sections, and course content focused less on covering ground and more on specific topics that can be addressed in-depth in lectures and discussion sections. It should be noted here that a significant number of students who did the survey also indicated that they would not change anything about the SC GE course they took, and that they had an overall enjoyable experience in these classes. (For more in-depth information on the student survey and its findings, see Appendix E).

### ***Student Fish Bowl Focus Group***

#### Process

A “fish bowl” focus group is a round table conversation with a moderator that is also open to an outside audience. After the initial discussion, these audience members can pose additional questions to group participants. The *ad hoc* committee collaborated with UCLA’s Center for Educational Assessment (CEA) to put together one of these fish bowl groups on April 13, 2016, in order to gather more qualitative data regarding student experiences in SC GE courses.

The participants included twelve students recruited by CEA from among those who completed the abovementioned student survey. With one exception, all of these individuals were women. They ranged in age from 12 to 26. There were four freshmen, three sophomores, two juniors, two seniors, and one person who was a returning student. Seven of these participants had majors in Humanities, Arts and Architecture, and the Social Sciences. Four had majors in STEM, and one was a Science/Social Science double major. Five faculty members of the *ad hoc* committee comprised the audience and two staff members from the Center for Educational Assessment facilitated the group discussion.

#### Findings

Overall, the students participating in this focus group found their SC GE experience to have been a positive one. They noted there was a rich array of courses carrying credit in this area, and there was little difficulty finding and enrolling in SC GE offerings. Most of the group’s members stated that they took courses that were of interest to them (with those cross-listed as a major prerequisite being the most popular). They also indicated that these classes did make them aware of unfamiliar societies and cultures, and also familiarized them with the methods used by social scientists and historians to study these communities. Among the skills they acquired in their SC classes was an ability to identify and use primary source materials, do close readings of texts, and conduct academic research.

Group participants also noted that their SC GE courses tended to be large and lengthy, with few opportunities to interact with the faculty lecturers (participants did ultimately interact with UCLA faculty members, but this was usually at the upper division level). Given the size of these classes, students underscored the critical importance of small discussion sections in which they could engage with their TAs in critical conversations about the material covered in lectures and readings. And while the group's discussants acknowledged the rich array of SC GE courses on offer, they would like to see more thematically linked classes comparing and contrasting different societies and historical situations.

Participants recommended that students be given access to current GE course syllabi so as to allow them to make more informed choices regarding the classes they take to satisfy their foundation area requirements. They also emphasized that summer Orientation should provide incoming freshmen with more in-depth information about the university's GE curriculum. Specifically, why the university requires students to take these courses, what they are expected to get out of them, and how these classes can be used to advance their professional and career interests. (For more in-depth information on the student focus group and its findings, see Appendix E).

### ***In-depth Course Reviews***

#### Process

In addition to the student survey and focus group, the committee chose to review three high enrollment SC GE courses in much greater depth by interviewing the faculty members charged with teaching them. These classes were selected as representative of one of three types of SC course:

- A course carrying historical analysis GE credit with discussion sections.
- A course carrying social analysis GE credit with discussion sections.
- A course carrying both historical and social analysis GE credit with discussions sections.

The courses selected for these in-depth reviews were History 13 *History of the U.S. and its Colonial Origins: 19<sup>th</sup> Century* (Historical Analysis), Sociology 1 *Introduction to Sociology* (Social Analysis), Chicana and Chicano Studies 10B *Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions* (Historical and Social Analysis). All of these courses featured a lecture/discussion section instructional format, enjoyed large student enrollments, and were being offered during Spring Quarter 2016.

The instructors of these three SC GE courses were interviewed by John Toledo, Senior Administrative Analyst in OID Evaluation, on behalf of the *ad hoc* committee. These interviews were thirty to forty-five minutes in length, were conducted via phone or in-person, and addressed the following:

- The overall faculty experience teaching in these high enrollment SC GE courses.
- The interaction between faculty, TAs, and students in these classes.
- Academic skills students acquired while enrolled in their course.
- Suggestions for improving the SC GE curriculum.

#### Findings

The faculty members charged with teaching these three high enrollment offerings reported an overall positive experience with their classes. They enjoyed working with students, the majority of whom were predominately freshmen that were either undeclared or majoring in the sciences. The faculty viewed this as a wonderful opportunity to familiarize first year students, who they found to be highly motivated and hardworking, with the content, concerns, and methodologies of their respective disciplines. They believe that their students leave their classes with a greater awareness of contemporary issues, an improved ability

to think critically, and a better understanding of what constitutes a primary source and how such material can be read and analyzed. The interviewees also commented on the high quality of the graduate student instructors assigned to their SC GE courses, as well as the critical role these individuals play as supervisors of discussion sections and graders of student assignments.

On the negative side, the three instructors interviewed emphasized that the size of their classes, which ranged from 160 to 420 students, was physically and mentally draining. Not only did these numbers make it impossible for faculty to interact with their students in any meaningful way, but the lengthy meeting times of the lectures (in one case two hours twice a week) made it difficult for students to focus on the material being addressed in class. Large enrollments also made it difficult for the faculty to gauge student learning, or really keep track of what was happening in their TA supervised discussion sections.

As for how the overall SC GE curriculum might be improved, the faculty members teaching these large enrollment courses were unaware that their courses counted for general education credit. They were also unfamiliar with the GE Governance Committee's SC GE guidelines regarding the university's expectations for courses carrying either/or social and historical analysis credit at UCLA. (For more detailed information on the interviews with these faculty members, see Appendix E).

### **Committee Recommendations**

Based on its review of the Society and Culture GE foundation area of knowledge, the *ad hoc* review committee finds that the SC curriculum is largely successful in meeting the aims laid out in its mission statement. The curriculum offers a healthy number of offerings, courses are evenly distributed across the social science and humanities divisions, and students taking these classes are exposed to:

- The history of western and non-western civilizations and cultures;
- The central topics, issues, and concerns of the social sciences; and
- The methodologies used by historians and social scientists to discover, evaluate and disseminate knowledge in their fields of inquiry.

The *ad hoc* committee, however, also found several areas in which there could be improvement in the SC GE foundation area. These are:

1. Course syllabi should clearly indicate that a given class carries SC general education credit and also indicate what this means. This might be achieved by including the mission statement of the Society and Culture GE curriculum prior to describing course content and aims, assignments, grading policy, readings, and weekly topics.
2. SC GE course syllabi, which are currently collected and stored in an electronic archive by the university's General Education Governance Committee, should be made available to registered UCLA students to assist them in making better informed decisions with regard to the courses they select to satisfy their SC requirements. If access to a full syllabus is problematic on the grounds of intellectual property concerns, faculty teaching these courses should be required to provide at least a one page overview of their courses' content, aims, general assignments, and grading policy.
3. Another way to ensure that entering students benefit from the wide array of SC GE courses from which they have to select is to dedicate time during the summer Orientation sessions for a workshop that is specifically concerned with the general education curriculum as a whole. Some questions that might be addressed:
  - Why does the university require students to enroll in a number of courses outside of their field of interest;

- How can students get the most benefit from these requirements both in terms of widening their intellectual horizons and providing them with new perspectives on the world and the research university; and
- Are their ways to navigate this part of the curriculum so as to deepen a student's understanding of a field or topic of interest?

4. The committee was struck by the desire expressed by a great many students in both the survey and fish bowl focus group for more SC GE thematic courses that offer both cross-cultural and multi-disciplinary perspectives on a given theme. Towards this end, we urge social science departments on campus to consider bringing forward more GE offerings that are focused on some "big idea," issue, or concern of timely importance both to students and scholars in different disciplines.

5. While fully aware of the space and time constraints on departmental course scheduling, the committee urges the Social Science division to cap discussion sections in large enrollment SC GE courses to no more than 25 students (preferably 15-20). The committee also recommends that these sections meet for 1.5 to 2 hours a week in order to ensure that GSIs and students are better able to address whatever topics are under consideration in greater depth. Further, in order to ensure that both instructors and students are better able to focus on class lectures, the committee recommends that SC GE classes either meet twice a week for an hour and fifteen minutes, or three times a week for one hour.

6. As stipulated by the Undergraduate Council during the 2002 reform of the GE curriculum, courses carrying general education credit should be taught and/or supervised by ladder faculty. In a case where a SC course is taught by lecturers or post-docs, departments should make sure these individuals know that the course carries general education credit and is expected to achieve certain kinds of educational objectives. It should also be noted here that this information should be communicated to tenured and tenure-track faculty teaching these classes as well.

