

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 ten 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 *Scientific Inquiry* (SI) curriculum was selected to be the first GE foundation area to undergo a programmatic review from 2005 through 2007. Acting as the "faculty in charge," the General Education Governance Committee appointed a special *ad hoc* review committee to conduct the SI self review during the 2005-06 Academic Year (AY). This *ad hoc* group was composed of faculty representatives from the School of Engineering and the Physical, Life, and Social Sciences divisions of the UCLA College, and was assisted in its work by members of the Undergraduate Education Initiatives unit, the Registrar's Office, and College Academic Counseling. The committee met throughout the winter, spring and summer of 2006, and explored a range of questions and issues relating to the pedagogical aims, course quality, instruction, and student enrollments of the SI foundation area.

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 2007, 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, Robert Gurval, and the Vice Provost for Undergraduate Education, Judith L. Smith, and its membership was composed of faculty representatives from the social science, humanities, and natural science divisions of the College of Letters and Science. Professor Muriel McClendon of the Department of History served as chair of the *ad hoc* committee. A former member of the 2002 SC workgroup that reviewed and certified course offerings for the SC curriculum in 2002, Professor M. Gregory Kendrick of the Freshman Cluster Program, provided resource support for Muriel and played a key role in the preparation of 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, and College Academic Counseling.

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

- Muriel McClendon, *Chair* (Department of History)

- Greg Kendrick, *Resource Support* (Freshman Cluster Program/Department of History; Member of the 2002 workgroup reviewing and recertifying courses for the new *Foundations of Society and Culture* GE)
- Scott Bartchy (Department of History and GE Governance Committee member 2003-present)
- Jeff Brantingham (Department of Anthropology)
- Robert Gurval (Department of Classics and GE Governance Committee Chair 2007-08)
- Steven Nelson (Department of Art History)
- Stanley Trimble (Department of Geography)
- Abel Valenzuela (César E. Chavez Department of Chicana and Chicano Studies)
- Blaire Van Valkenburgh (Ecology and Evolutionary Biology)

### ***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 and when are non-social science students satisfying their GE requirements in the Historical and Social Analysis sub-categories of Society and Culture?
- 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?
- How many history and social science majors are using these courses to satisfy both GE and pre-major requirements?

## **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, see Appendix B.

***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 is 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**

<b>Year</b>	<b>Scientific Inquiry</b>	<b>Society and Culture</b>	<b>Arts and Humanities</b>
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* is the second internal review of UCLA’s GE curriculum, and it will be followed by a full external review administered by the Undergraduate Council. Both the GE Governance Committee and the UgC see this review of the *Society and Culture* foundation area as a way of further refining this curricular review process.

**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, and the College Academic Counseling Office.

***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
<b>UCLA College</b>	Social Analysis Historical Analysis	One course from each subgroup with a third course from either subgroup.	Fall 2002
<b>School of the Arts and Architecture</b>	Social Analysis Historical Analysis	One course from each subgroup with a third course from either subgroup.	Fall 2004
<b>School of Theater, Film and Television</b>	Social Analysis Historical Analysis	One course from each subgroup with a third course from either subgroup.	Fall 2004
<b>Henry Samueli School of Engineering and Applied Science</b>	Social Analysis Historical Analysis	One course from each subgroup.	Fall 2005
<b>School of Nursing</b>	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 2003 to the beginning of Fall 2007 (the time span covered by this review), 134 courses were approved as general education courses in the *Foundations of Society and Culture* area. These courses are summarized by academic unit in Table 3, and a detailed list of these courses is provided in Appendix C. The data in Table 3 reveal the following:



- 19 different departments, 4 IDPs (interdepartmental programs), and 4 lower division programs offer courses approved for GE credit in the *Foundations of Society and Culture*;
- 68 are approved as historical analysis courses and 42 as social analysis courses; in addition, 24 are approved as *either* historical *or* social science courses, depending on the students' choice;
- 20 SC courses carry GE seminar and/or Writing II credit: 6 in historical analysis; 8 in social analysis; and 6 that are approved as *either* historical *or* social science courses, depending on the students' choice.
- 98 SC courses are lecture courses with discussion sections that meet one to two hours each week. 24 SC lecture courses do not have discussion sections assigned to them and the remaining 12 are small learning environment classes limited to enrollments of no more than 20 students.
- Both historical and social analysis courses are designed for students planning to major in the arts, humanities, social and natural sciences. 36 SC courses are designated as "preparation" for various majors in history, humanities and the social sciences. 98 SC courses are not listed as "preparation" for a major.

With the exception of Aerospace Studies, Economics, Human Complex Systems, 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), and the School of Arts and Architecture (Architecture and Urban Design and Ethnomusicology) also offer courses carrying GE credit in *Society and Culture*. Finally, a number of Honors Collegium seminars and Freshman Clusters carry historical and social analysis GE credit as well.

**Table 3. Number of Approved Courses by Program or Department for Humanities and Social Sciences**

Program or Department	General			General w/Section			Major Prep			Major Prep w/Section		
	HA	SA	Both	HA	SA	Both	HA	SA	Both	HA	SA	Both
<i>Programs Offering Courses</i>												
Freshman Clusters	1	4	4	2	8	8						
Honors Collegium	2		1									
<i>Subtotal</i>	<b>3</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>Departments &amp; IDPs Offering Courses</i>												
African-American Studies			1							1		
American Indian Studies											1	
Anthropology					1						1	1
Applied Linguistics & TESL		1										
Architecture and Urban Design										2		
Art History							2					1
Asian American Studies										2	1	
Asian Languages & Cultures		1		1						1		
Chicana/o Studies												1
Classics										2	1	
Communication Studies		1			1							
Ethnomusicology					1							
Geography										1	2	
Germanic Languages				3		2						
Global Studies											1	
History	2		1	29		2				5		
Information Studies		2										
Italian										2		
LGBTs					1	1						
MCD Biology					1							
Musicology	1		1									
Near Eastern Studies	1			2								
Philosophy		1										
Political Science											4	
South East Asian Studies											1	
Slavic Language and Literatures		1										1
Sociology			1		1						1	
Spanish and Portuguese	2									1		
World Arts and Cultures		1										
Woman's Studies		2										
<i>Subtotal</i>	<b>6</b>	<b>10</b>	<b>4</b>	<b>35</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>13</b>	<b>4</b>
<b>Grand Total</b>	<b>9</b>	<b>14</b>	<b>9</b>	<b>37</b>	<b>14</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>13</b>	<b>4</b>
<b>% of Total</b>	<b>7%</b>	<b>11%</b>	<b>7%</b>	<b>28%</b>	<b>11%</b>	<b>10%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>13%</b>	<b>10%</b>	<b>3%</b>

Course Offerings and Their Instructors

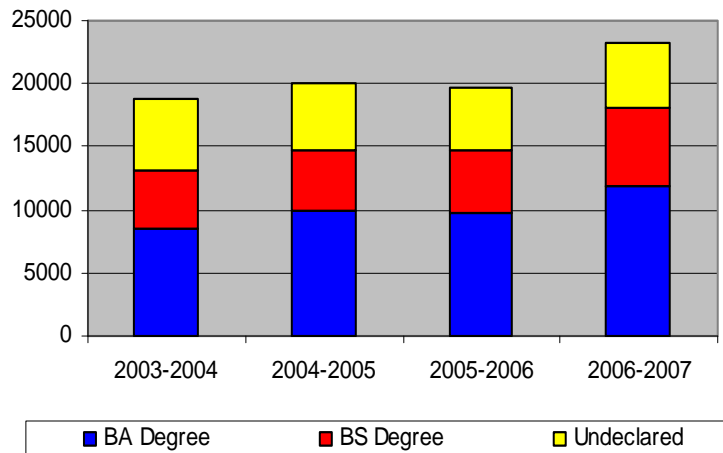
During the academic year, *Foundations of Society and Culture* courses are taught by either tenure-track faculty or by lecturers and teaching fellows. Of the 490 offerings in the last four years, ladder faculty taught 324 or 66% of these courses, and lecturers or teaching fellows supervised 174 or 34% of them. (For additional information on faculty engagement in SC courses, see Appendix D).

During UCLA’s summer session, *Foundations of Society and Culture* courses are also taught by ladder and non-ladder faculty. In the past four summers there have been 137 SC offerings. 69 of these or 50% were taught by ladder faculty and 68 or 49% were taught by lecturers or teaching fellows.

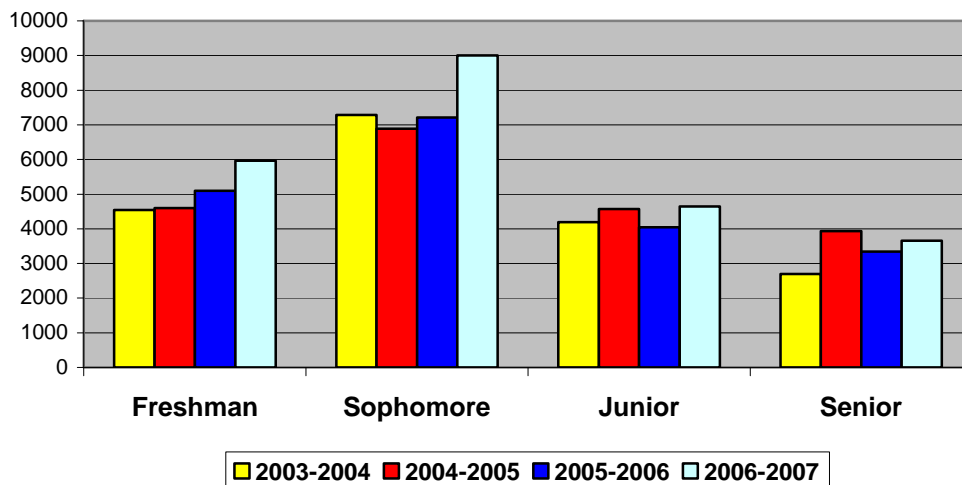
Student Enrollment

Total student enrollment in the *Foundations of Society and Culture* courses averaged around 74,165. Of this enrollment, 26% of the students taking the courses were listed as “undeclared”, 49% were students working toward a B.A. in the Arts, Humanities, or Social Sciences, and 25% were science students working toward a B.S. These data are summarized in Figure 1.

**Figure 1. Total enrollment in GE Society & Culture Classes**



**Figure 2. Enrollment in GE Science Classes by Student’s Class Standing (Academic Year)**



As noted before, most Foundations of Society and Culture courses are lower division offerings, and students are expected to complete them during their freshman and sophomore years. When the enrollments in these courses are summarized by class standing, the data reveal that many students take these courses during their junior and senior years (Figure 2). Of the total enrollment (20,400 students) during the academic year, approximately 62% are lower division students. During the summer, these courses are populated more by upper division UCLA students 65% than lower division UCLA students 32%

To determine the courses that non-B.A. majors took most frequently, we revised the percent of students in each class that were working toward a Bachelor's of Science (B.S.) degree and a Bachelor's of Arts (B.A.) degree. In Table 4, we list the 21 SC courses that had enrollments greater than 1,000 (over four years). A complete listing of the enrollment by course is posted in Appendix E.

**Table 4. General Education SC Courses with Enrollments Greater than 1000 (2002-07)**

<b>Subject Area and Course # Short Title</b>	<b>Total Enrollments</b>	<b>Average Class Size</b>	<b>% AY Terms By Ladder</b>	<b>BA Students % of Total</b>	<b>BS Students % of Total</b>
Sociology 1 <i>Introductory Sociology</i>	3922	253	0%	73%	19%
Political Science 40 <i>Introduction to American Politics</i>	2654	271	88%	71%	11%
Political Science 20 <i>World Politics</i>	2288	164	50%	87%	7%
History 1A <i>Western Civilization</i>	2245	257	88%	71%	27%
Political Science 10 <i>Introduction to Political Theory</i>	2232	215	100%	91%	5%
Political Science 50 <i>Introduction to Comparative Politics</i>	2003	223	57%	90%	8%
Women's Studies 10 <i>Introduction to Women's Studies</i>	2001	154	17%	72%	23%
History 1B <i>Western Civilization</i>	1857	299	83%	77%	22%
History 1C <i>Western Civilization</i>	1838	207	75%	81%	15%
Classics 30 <i>Classical Mythology</i>	1818	320	80%	58%	38%
Anthropology 33 <i>Culture and Communication</i>	1782	201	50%	79%	20%
Anthropology 9 <i>Culture and Society</i>	1765	197	50%	72%	25%
History 4 <i>Introduction – History of Religion</i>	1740	290	0%	66%	34%
Classics 10 <i>Discovering the Greeks</i>	1611	297	80%	66%	33%
Art History 54 <i>Modern Art</i>	1570	290	100%	78%	21%
Anthropology 8 <i>Introduction to Archeology</i>	1535	175	50%	59%	39%
Classics 20 <i>Discovering the Romans</i>	1387	263	40%	61%	38%
History 8A <i>Colonial Latin America</i>	1331	333	100%	78%	22%
Geography 3 <i>Cultural Geography</i>	1257	112	82%	73%	26%
Art History 50 <i>Ancient Art</i>	1108	268	75%	69%	30%
History 22 <i>World History 1760- Present</i>	1013	242	75%	74%	26%

Table 4 shows a fairly even distribution of B.S. students across SC courses offered by the History, Social Science, and Humanities departments. SC courses with B.S. enrollments higher than 30% are Anthropology 8 (39%), Classics 10 (33%), 20 (38%) and 30 (38%), and History 4 (34%). SC courses with B.S. enrollments below 20% are Sociology 1 (19%), and Political Science 10 (5%), 20 (7%), and 40 (11%).

Table 4 also shows the percentage of B.A. students taking these SC courses varies from a low of 58% (Classics 30) to 91% (Political Science 10). With three exceptions (Women's Studies 10, Anthropology 33, and History 4), all of these courses are required for students majoring in the respective departments offering them. The three that are most often taken by B.A. students are Political Science 10 (91%), 50 (90%), and 20 (87%). Courses with B.A. enrollments between 60% and 80% are Anthropology 33 (79%), Art History 54 (78%), History 1B (77%), Sociology 1 (73%), Political Science 40 (71%), Anthropology 9 (72%), History 1A (71%), History 4 (66%), and Classics 10 (66%). It should be noted that all of these courses enjoy healthy B.A. enrollment numbers.

Because individual cluster courses have not enrolled 1000 or more students over the last four years (the maximum enrollment in most clusters in any academic year is 200 students), they are not listed in Table 4. Appendix E, however, shows that a considerable number of freshmen in the Social Sciences, Humanities, and Natural Sciences satisfy their SC GE requirements through these courses. With two exceptions (*Biotechnology and Society* and *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 4,475 freshmen, or about 25% of the entering class over the past four 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* review 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 general education principles, or educational aims, i.e., general knowledge, integrative learning, ethical awareness, diversity, and intellectual skills development.

The committee approached this task in three stages. The first of these involved an intensive review of the most current syllabi for all courses carrying general education credit in the Society and Culture foundation area. The second entailed a series of interviews with the instructional teams of three large enrollment SC courses—one offering Historical Analysis (HA) credit, one Social Analysis (SA) credit, and one from outside the Division of Social Sciences offering either HA and/or SA credit—for the purpose of getting some sense of the actual teaching experience in SC GE classes. And the final stage involved the development and implementation of a brief undergraduate survey aimed at gauging why students enroll in the courses they take to satisfy their SC requirements, and whether or not they believe these classes are meeting their educational aims.

## *Course Syllabi Reviews*

### Review Process

Prior to conducting its review of syllabi for all courses carrying SC credit, the committee discussed whether or not it would be useful to look at the original course proposals departments put forward for GE recertification in 2002. Committee members decided that their time would be better spent looking at SC courses as they are currently being taught, rather than revisiting course materials and departmental letters submitted to the Senate over five years ago. The committee did agree, however, that in the event a SC course was found to be problematic, its 2002 departmental certification proposal would be re-examined.

During its discussion of the SC review process, committee members also agreed that it would be more efficient to ask departments to provide hard copies of the syllabi for their SC GE courses, rather than trying to access individual course websites that are usually password protected. Each committee member was then assigned a subset of twelve to fourteen SC courses for review. In order to insure impartiality, these course assignments were made so that no committee member reviewed courses offered by his or her department.

The most current syllabi for all SC GE courses were collected, copied and distributed to committee reviewers by the General Education Governance Committee staff. In addition to these syllabi, committee members were given a general evaluation sheet (See Appendix F), which asked them to answer and comment on the following questions during their review of each assigned course:

- Does the course introduce its students to the ways in which human beings organize, structure, rationalize, and govern their diverse societies and cultures over time?
- Does the course give students an adequate introduction to the methods or “ways of knowing” historians and social scientists use to study historical questions, social problems, political issues, and economic topics?
- Does the course demonstrate how historical and social data is collected and analyzed, as well as how new understandings of social phenomena are achieved and evaluated?
- Does the course provide 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?
- Does the course achieve two or more of the educational goals listed below that UCLA has determined should be central concerns of its GE offerings—general knowledge, integrative learning (interdisciplinarity), ethical implications, cultural diversity, intellectual skills, i.e., critical thinking, rhetorical effectiveness, problem-solving, and/or library and information literacy.

### Findings

Committee members reported that the overwhelming majority of courses they reviewed were meeting university expectations for offerings in the Society and Culture GE curriculum. Six courses, however, were marked for further review by the GE Governance Committee because there was either insufficient information in their syllabi to properly answer the committee’s evaluation questions, or they did not meet the educational aims outlined in the SC mission statement. These courses were:

- German 56—Excellent humanities course that carries literary and cultural analysis and philosophical and linguistic analysis GE credit. As taught, however, it does not introduce students to the methods and central issues of intellectual and/or cultural history.
- History 3A—Not enough information was provided in the class syllabus to determine whether or not this course was meeting either SC mission aims or GE educational goals.
- History 3B—Not enough information was provided in the class syllabus to determine whether or not this course was meeting either SC mission aims or GE educational goals.
- History 22—Insufficient information in the course syllabus.
- Portuguese 46—Insufficient information in the course syllabus.
- Portuguese/Spanish 44—Insufficient information in the course syllabus.

Despite their overall favorable review of the courses carrying GE credit in the Society and Culture foundation area, committee members all noted course syllabi varied markedly in quality, with some providing little or no information regarding their course objectives, grading policies, and writing assignments. As such, the committee agreed that GE Governance should require all departments offering courses carrying SC GE credit to have the faculty teaching these classes provide certain kinds of course information in their syllabi, e.g., course aims and content, assignments, grading policy, readings, and weekly subject matter.

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

#### Process

In addition to the review of all SC GE course syllabi described above, the committee chose to review three courses in much greater depth. These courses were selected as representative of one of three types of SC course:

- A course carrying historical analysis GE credit with discussion sections and high student enrollments.
- A course carrying social analysis GE credit with discussion sections and high student enrollments.
- A high enrollment course with discussion sections offered by a department in the humanities division carrying either social and/or historical analysis credit.

The courses selected for these in-depth reviews were History 8C *Latin American Social History* (Historical Analysis), Sociology 1 *Introduction to Sociology* (Social Analysis), and Art History 54 *Modern Art* (Historical Analysis; Literary and Cultural Analysis; and Visual and Performance Arts Analysis and Practice). All of these courses featured a lecture/discussion section instructional format, enjoyed large student enrollments, and were being offered during Spring Quarter 2008.

Three committee workgroups were designated to conduct interviews with both the faculty who normally teach these courses and the graduate student instructors currently supervising their discussion sections. These committee review teams were as follows:

- History 8C—Jeff Brantingham, Steven Nelson, and Vilma Ortiz
- Sociology 1—Scott Bartchy, Muriel McClendon, and Abel Valenzuela
- Art History 54—Robert Gurval, Stan Trimble, and Blaire Van Valkenburgh

The current instructors of the three courses selected for review, and the chairs of the departments offering them, were contacted by the chair of the *ad hoc* committee, Muriel McClendon. In her

discussions with these individuals, Muriel addressed the committee's charge and its interest in conducting a more in-depth examination of the teaching and learning experience that goes on in SC GE courses. She also identified the workgroup members who would be meeting with each course's instructional team.

To guide the workgroups in their discussions with the faculty and graduate teaching apprentices supervising History 8C, Sociology 1, and Art History 54, the committee agreed that the following kinds of questions would be addressed in all the interview sessions:

- Who normally teaches the course?
- Are the instructors aware of the fact that the course carries SC GE credit, and, if so, what does that mean to them, and how does it affect the ways in which they organize and teach their classes?
- What are their course objectives?
- How do they organize their courses to achieve those objectives?
- Do they see this course as a way of introducing non-majors to their discipline?
- Do they see this course as a way of attracting new majors and minors for their departments?
- How do they integrate their lectures and discussion sections?
- Do they feel that the time allotted for their discussion sections is adequate?
- How would they rate their experience in their course?
- How might they improve the organization and delivery of this course?

### Findings

Complete accounts of the interviews conducted by the committee's workgroups with the instructional teams of the three courses selected for in-depth reviews are included in Appendix G. What follows is a summary of these accounts.

#### *History 8C Latin American Social History*

The faculty review team conducted an interview with Professor Robin Derby, the instructor of History 8C since 2002, and her TAs on June 11, 2008. They found that while 8C is taught by ladder faculty, neither Robin nor her TAs were aware that the class carries GE credit. This said, the committee's interviewers found that Robin has very clear course objectives, which are consistent with UCLA general education principles and practices. She has designed History 8C to familiarize students with the disciplinary concerns and methods of history, to sensitize them to cultural differences, and to strengthen their academic skills, particularly in the areas of critical thinking, research, and information literacy. Robin also introduces students in History 8C to major themes in Latin American social history—gender, sexuality, slavery, war—through a close reading and analysis of primary sources complemented by secondary texts. Much of this textual work occurs in the two hour discussion sections (each limited to no more than 20 students) supervised by the TAs. The graduate student instructors indicated in their discussions with the committee team that they were happy with their experience in the class and that the amount of time allocated for their discussion sections was adequate.

Overall the faculty review team judged the class to be “in great health and an example of what all GE classes could/should be.”

#### *Sociology 1 Introduction to Sociology*

The faculty review team conducted an interview with Terri L. Anderson, the lecturer charged with teaching Sociology 1, and her graduate students. They noted that Terri is a highly



accomplished teacher—she has taught more than 80 different Sociology courses—with excellent instructor evaluations for her work in Sociology 1. The review team also found Terri’s syllabus for the course to be quite good and were equally impressed with her course reader, which featured the latest literature in sociological theory and method. Two of Terri’s teaching assistants were also present at the interview and they were found to be excellent graduate student instructors, with solid backgrounds in the teaching of both Sociology and disciplinary writing.

The reviewers also noted that Terri did not know that Sociology 1 carried GE credit and that department faculty had not given her any instructions or suggestions regarding how the course was to be taught. In fact, Sociology 1 is only taught by lecturers, who teach the course for no more than 18 quarters. To the best of her knowledge, none of her predecessors were informed of Sociology 1’s GE status, nor were they given any guidance as to what the course should cover.

Team interviewers concurred that if the Sociology Department continues to entrust the teaching of Sociology 1 to lecturers, there should be a senior faculty member assigned to oversee the course and insure that it is taught in a manner consistent with the original GE course proposal approved by the Senate in 2002. Towards that end, the department should keep on file both the 2002 proposal, information on the aims of GE courses carrying SC credit, and copies of the class syllabi prepared by the lecturers who have taught the course.

#### *Art History 54 Modern Art*

The faculty team conducted an interview with Professor Albert (“Al”) Boime and his five TAs on June 3. They noted that AH 54 has been taught by Al for almost 30 years and that it is department policy to have this course covered by a ladder faculty member. While Al and four of his five TAs were aware of the fact that the course carried GE credit, they did not know what that credit was (Literary and Cultural Analysis, Visual and Performance Arts Analysis and Practice, and Historical Analysis), or how this should affect their teaching of the class.

This overall unawareness of AH 54’s GE credit to the side, however, the committee team was impressed with Al’s course objectives, i.e., to teach students that art is a vehicle through which they can arrive at an understanding of the development of modern society and culture since the French Revolution. They also found AH 54’s assignments well suited to achieving class aims and were impressed with the integration of course lectures and discussion sections. They noted that the TAs were very pleased with their experience in the class; believed that discussion sections should remain limited to no more than 15 students each; and, when informed that some discussion sections for GE courses ran for 75 minutes, favored increasing section time to better cover their material.

Overall, the committee team believed AH 54 was a model large enrollment quarter-long GE course that does a good job of introducing non-majors to both the field of Art History and the concerns and methods of the historical discipline.

#### *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 March 3, 2008 meeting, the committee developed a brief survey aimed at giving undergraduates the opportunity to comment on the educational effectiveness of the courses they are taking to satisfy their SC GE requirements. Specifically, this survey asked students to respond to the following queries:

1. Indicate how important each of the following factors were in your decision to enroll in the GE courses you took to satisfy your Society and Culture (Historical and Social Analysis) requirements at UCLA: [Response options: 1=Not important; 2=Important; 3=Very important]
2.
  - The subject matter of the course was interesting to me.
  - I thought I would do well in the course.
  - The course was recommended to me by other students.
  - I heard good things about the faculty member teaching the course.
  - It was the best fit for my class schedule at the time.
  - Other (please specify) [Text box]
3. With regard to the GE courses you took to satisfy your Society and Culture (Historical and Social Analysis requirements) at UCLA, indicate your level of agreement with each of the following statements: [Response options: 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree; 5=Not applicable].
  - The courses deepened my understanding of the history of western civilizations and cultures.
  - The courses deepened my understanding of the history of non-western civilizations and cultures.
  - The courses broadened my understanding of important questions and issues in the social sciences (e.g., why people govern themselves in different ways; what considerations go into lawmaking; how relations are organized between different groups; what goods and services get produced and distributed; and how geographical space gets defined and used).
  - The courses familiarized me with the different methods historians and social scientists use to study and create knowledge about past societies and different kinds of political, social, economic, and cultural phenomena.
3. With regard to the GE courses you took to satisfy your Society and Culture (Historical and Social Analysis requirements) at UCLA, indicate your level of agreement with each of the following statements: [Response options: 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree]

The courses strengthened my:

- Critical thinking
- Writing
- Oral Communication
- Problem-solving skills
- Ability to use and evaluate different kinds of traditional and digital information

The *ad hoc* committee worked closely with the Manager of the Undergraduate Education Initiatives unit and College Information Services (CIS) to make this survey available in online form through MyUCLA in Spring Quarter 2008.

On May 15, 2008, CIS sent a MyUCLA pop-up notification announcing this survey to all currently enrolled, non-transfer students that had completed one Society and Culture GE course since Fall 2002 (the date when the new SC GE requirements went into effect). As an incentive

for completing the online survey, potential subjects were offered the opportunity to be entered in a drawing for one of four \$100 gift certificates for the UCLA Store. Between May 15 and the survey's end date of June 13, 2008, 13,831 undergraduates received this pop-up notice, 13,112 opened it, and 2,075 students actually completed the online survey (a 15% response rate). Survey instruments and timelines are found in Appendix H.

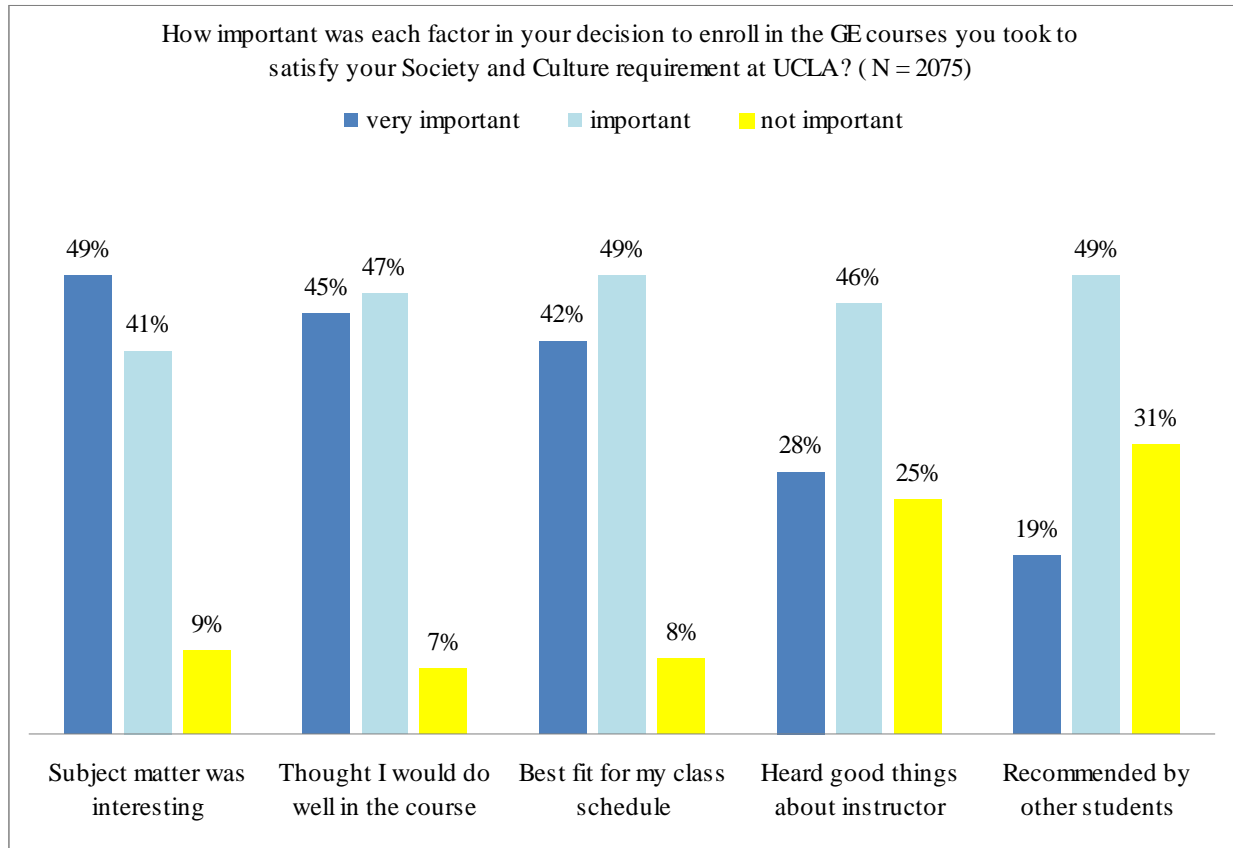
### Findings

Analysis of the data generated by the *Survey of Undergraduate Students and Their Foundations of Society and Culture GE Courses* was provided by the Office of Undergraduate Education Evaluation and Research (OUER). Responses to closed-ended questions in the survey were analyzed by means of frequencies and cross-tabulations using SPSS (Statistical Package for the Social Sciences) data analysis software. Open-ended responses to the first question in the survey were downloaded into a separate file, and then coded and sorted by the data analysis software program ATLAS.ti. The following charts summarize OUER's findings.

### *Enrollment Factors*

With regard to the factors that were most important to students in selecting SC GE courses, 90% of student respondents indicated that course subject matter was important or very important in their decision to enroll in a particular class. This finding was further substantiated by 15% of those students who responded to this question with open-ended remarks. Aside from interest in a course's topic, however, students also indicated that they select their SC GE courses largely on the basis of grade considerations (92% thought they would do well in the course), scheduling needs (91%), and degree progress (the greatest number of open-ended responses to this question (35%) indicated that SC GE courses were often selected because they can be used to satisfy other kinds of degree requirements, e.g., pre-reqs for majors, minors, and honors). Surprisingly, while peer recommendations were regarded as important in selecting an SC class, they figured less prominently than the aforementioned considerations.

**Table 5. Student Rationale for Enrolling in SC GE Courses at UCLA**



Other factors in your decision to enroll in the GE courses you took to satisfy your Society and Culture requirement at UCLA (N = 233 responses)

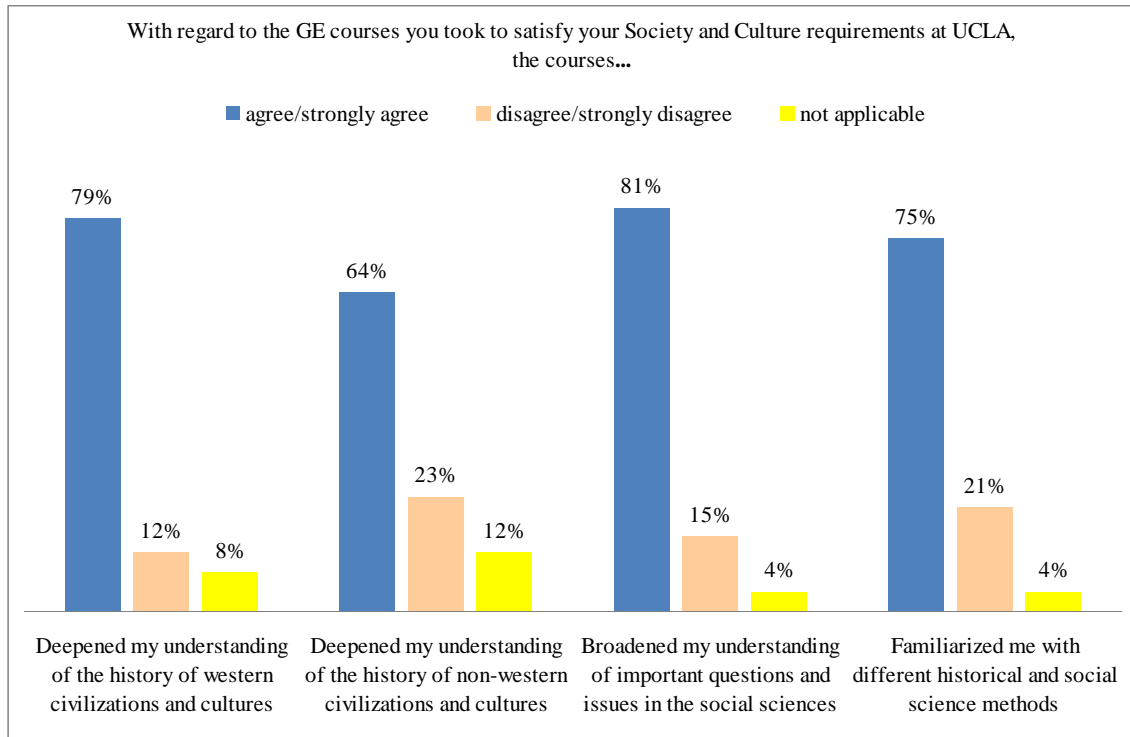
Met a requirement for pre-req, major, minor, honors, etc.	35%
Subject matter was different, new, related to major, etc.	15%
Amount of work required, difficulty level, grading, etc.	15%
Only course available, preferred location, finals date, etc.	14%
Relevance to school, career, life, etc.	7%
Diverse faculty diverse, faculty review on bruinwalk, etc.	4%
Taking course with friends, classmates, etc.	3%
Small class size	3%
Recommended by counselor, classmates, etc.	4%

*Society and Culture Educational Aims*

Society and Culture GE courses are designed with an eye aimed at introducing undergraduates 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. As the following chart indicates, by substantial margins, student respondents believe their SC GE courses do indeed achieve these aims. Seventy-nine and 64% of students respectively indicate that their SC courses have deepened their understanding of western and non-western civilizations; 81% agree that these

classes have broadened their understanding of the key topics and concerns of the social sciences; and 75% report a better appreciation of historical and social science methodologies.

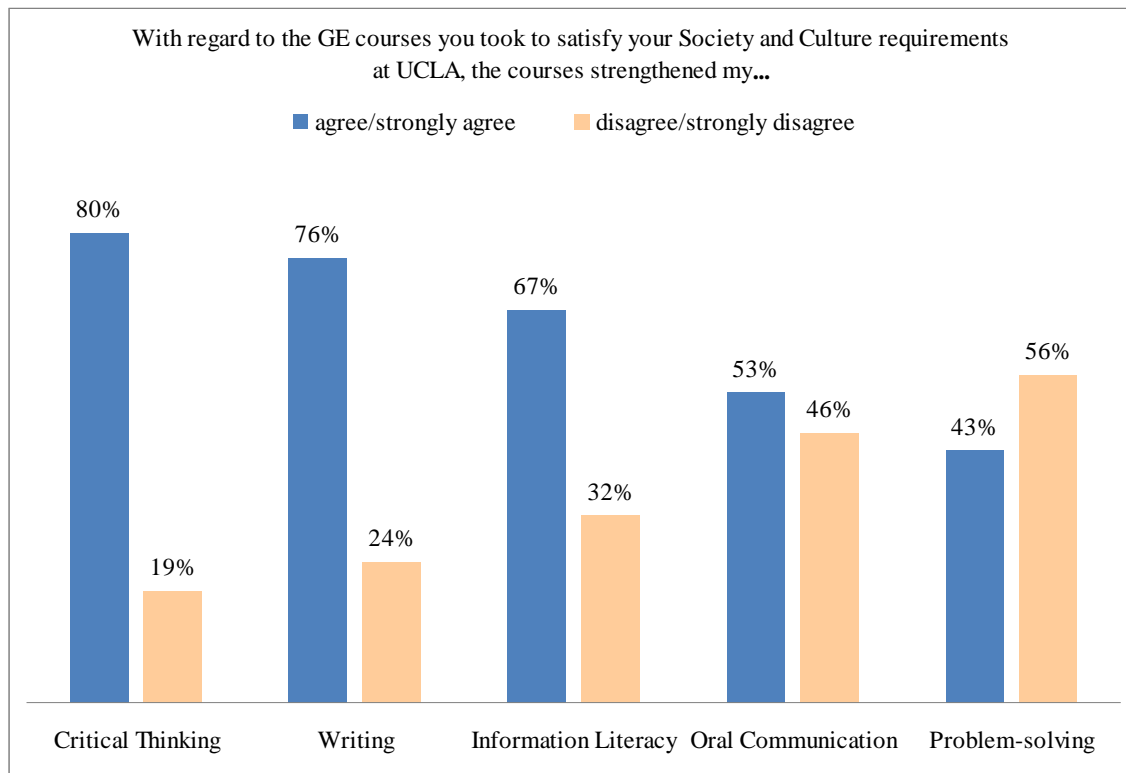
**Table 6. Student Response Regarding SC Course Educational Aims**



*Academic Skills*

All UCLA GE courses are expected to hone and strengthen undergraduate academic skills in the areas of critical thinking, writing, information literacy, oral communication, and problem solving. Substantial majorities of student survey respondents agreed that their SC GE courses strengthened their critical thinking (80%), writing (76%), and information literacy skills (67%). Over half of the students surveyed indicated that their SC courses also improved their ability to communicate orally, which may be attributed to the fact that almost all of the classes in this foundation area now require discussion sections and assign a percentage of their grades to class participation. The only academic skill that a majority of student respondents did not believe was strengthened in their SC classes was problem-solving (43% agreed/56% disagree).

**Table 7. Student Response Regarding Strengthening of Academic Skills in SC Courses**



### **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. Better developed and standardized course syllabi that clearly demonstrate the way that a course carrying SC GE credit fulfills the aims of this foundation area. At the very least, SC syllabi should include information regarding course content, educational aims, assignments, grading policy, readings, and weekly topics. These syllabi should also be archived and made available to future faculty teaching these courses, Senate committees conducting reviews of the GE curriculum, College, School, and departmental advisers, and undergraduate students.

2. In tandem with the need for better course syllabi, the GE Governance Committee should outline what its expectations are for courses carrying GE credit in Society and Culture and its sub-categories, i.e., historical analysis and social analysis. Specifically, these guidelines should ask individuals putting courses forward for GE credit to demonstrate in their syllabi how their assignments—readings, writing, field trips, discussions—familiarize a student with both the subject matter of history and/or the social sciences, as well as the various ways in which scholars in these fields do their work.
3. All large lecture courses carrying SC GE credit should have discussion sections that meet for at least 50 minutes each week and enroll no more than 25 students (preferably 15-20).
4. 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.