

**FORM INSTRUCTIONS FOR UJGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Students from various majors will be introduced to this area of knowledge/discipline through a variety of articles, books, films, and visiting experts. Since this course has no prerequisites, the students' knowledge will be assessed early on through a short, informal question and answer session that is administered either orally or through an online quiz on Cougar Courses, titled "What Students Know About American Indians and How Do They Know It?" This assessment helps the instructor gauge the student knowledge base about the history of social activism and the role of American Indians in it. The courses taught earlier revealed that approximately half of the class has some general knowledge about 1) American Indian history, 2) social justice/activism history, e.g. The Civil Rights Movement, and 3) Women's history/ US feminism. Therefore, opportunities for students to "fill in the gaps" through additional readings, videos, discussions, etc. are included where necessary.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UJGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course will help student understand and appreciate the roles of American Indian Women in history, culture, politics, arts, health and contemporary society from the perspective of American Indian women, and provide students with a basis to stimulate further research and investigation into the areas of American Indians. In addition, students analyze their current and future roles as citizens and their individual and collective responsibilities through readings and class discussions..

Students are asked to develop points for discussion based on their readings as a form of "active reading and critical thinking." These points are shared in class discussions, collected, and read/responded to by the instructor to gauge student comprehension of weekly reading assignments.

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

Demonstration of meeting UDGE learning objectives will be through a number of assignments that include a research paper on an AIAN women's issue, incorporating at least one topic covered in class; a book review; essays on readings, guest lectures, and media presentations; participation in class and field trips.

Students will write a Literature Review about a book-length study on American Indian women, activism, or other topic related to or discussed in class, e.g. Gender roles and relationships in tribal communities. They will also be required to analyze the new knowledge/information they receive in the Literature Review in the context of the course readings, class discussions, and lectures.