

Social, Historical, Cultural Understanding

Guidelines for Faculty Proposals

Learning Outcome #1: In this course students will learn to thoughtfully examine human activity in particular periods or places from a social, cultural or historical perspective.

Elucidation:

This learning outcome asks the faculty member to:

1. identify and make explicit in the syllabus the type or types of human activity that will be examined in the course (e.g. economic behaviors; relations among groups of people or nations; problems within societies; people's sense of identity; pathological behavior; etc);
2. identify and make explicit in the syllabus which societies, cultures, regions, or nations will be covered in the course; or to which societies, cultures, regions, or nations the topics covered in class apply (e.g., American society; Japan and its neighbors; the Global North; the Third World; minorities in Europe; women in Latin America; ancient Greece; island nations; Christendom; socialist economies) (the question being is this class universally true in all places in the world?);
3. identify and make explicit in the syllabus which time period in human existence the course will cover; or during what time periods in human existence the topics covered in class apply (the Paleolithic era; the European Middle Ages; 19th and 20th century United States; the late Zhou in China; the contemporary North Atlantic; colonial Africa) (the question being is this class universally true throughout human existence?)

Learning Outcome #2: In this course students will come to understand theories of human behavior, relations, culture, or institutions; or interpretations of historical causation and change

Elucidation:

Courses that satisfy this learning outcome will introduce at least one theory of human behavior, human interaction, institutional activity, or culture. The course syllabus will identify which theory or theories will be introduced and students will complete at least one assignment or provide written evidence in an examination that demonstrates an understanding of the theory or theories.

Alternatively, courses will present one or more interpretations of historical events with an emphasis on their cause(s) and effect(s). The syllabus will clarify which interpretation(s) will be introduced and at least one assignment or written/oral response during examination will require students to demonstrate their comprehension of historical causation and change.

Learning Outcome #3: In this course, students will learn how to collect evidence about the social world using social science or historical methodology.

Elucidation:

In order to sufficiently cover this learning outcome a course must 1. provide a basic explanation of the methodological approaches used to collect data in the discipline. 2. Ask students in at least one assignment to locate, collect, and process data from primary or secondary sources and to use that data to advance a disciplinary argument.

Learning Outcome #4: In this course, students will learn how to interpret evidence about the social world using social science or historical methodology.

Elucidation:

It follows from learning outcome #3 that students be able to understand and explain how data that are collected can be interpreted within the framework of different methodological approaches that might have been used to collect the data. Interpretation of the data will allow students to defend the disciplinary argument that they had advanced in learning outcome #3.