

1 **FS 20/21-132/GEGRPC/EX** **General Education: Area D The Individual and Society**
2 **Requirement, Amendment of**

3 The Faculty Senate recommends approval of the amendments to the General Education
4 Area D The Individual and Society Requirement.

5 **General Education: Area D. The Individual and Society Requirement**

6 ~~(12 units)~~ **(9 units)**

7 All courses in Area D, unless granted an exception as provided in paragraph three below, shall be
8 infused with content, materials, readings, examples or assignments intended to develop an
9 understanding and appreciation of the diversity of the human community and of the contributions
10 and perspectives of women and of ethnic, religious, and other minorities.

11 The course syllabus and/or justification submitted to the G.E. Course Review Committee for
12 initial G.E. listing of the course, or, in the case of periodic review, continued G.E. listing, shall
13 indicate how this requirement is met. Specifically, the course syllabus/justification shall identify
14 how the diversity of the human community and the perspectives of women and of ethnic,
15 religious or other minorities are included in the course, provide a rationale for the
16 appropriateness of the methods/means of inclusion and specify the methods/means for evaluating
17 the achievement of the objective of developing an understanding and appreciation for the
18 contributions and perspectives of diverse human groups and of women, ethnic and religious or
19 other minorities.

20 Requests for exception to the requirement specified in paragraph one above shall be submitted to
21 the G.E. Course Review Committee which shall determine whether the justification provided
22 warrants an exception.

23 Courses in this subcategory may:

- 24 • constitute an introduction to a social or behavioral science. The term "introduction" does
25 not categorically exclude upper-division courses; however, if upper-division courses are
26 accepted in this category, they may not require prerequisites nor consent of the instructor
27 for enrollment, and shall be explicitly introductory in their course and catalog
28 description;
- 29 • communicate the unique perspective of one or more social or behavioral science
30 disciplines in furthering our understanding of a broad range of human behavior;
- 31 • develop an understanding of at least one of the methodologies of the social or behavioral
32 sciences. Students should become aware of the ways in which source materials are used
33 in the behavioral or social sciences and the sense in which objective knowledge may or
34 may not be attained in these disciplines; and
- 35 • be broad in that they focus on the larger context of society and/or human behavior rather
36 than on an individual institution, social process, or segment of the population.
- 37 • expose students to an analysis of political, social, and economic institutions of societies
38 other than the United States. In the case of western or central Europe, a course should not
39 be limited to a single country;

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- emphasize the "contemporary" nature of this category with significant attention to the post-1945 period;
 - be broad in scope and not limited to one institution or social process.
 - impart knowledge of current information and materials as well as research methodology and techniques appropriate for the study of the issue in question; examine various sides of the issue, critically study the strengths and weaknesses of supporting and refuting arguments, and present scholarly analyses of possible alternative solutions. A basic distinction is drawn between those courses which focus upon "issues" (and therefore may be appropriate for this category) and courses which focus upon the "individual"(and therefore may be considered more appropriate for the "Understanding Personal Development" category); and
 - address issues in the context of appropriate social science theories, methods, and concepts;
 - specifically identify topics within no more than two of the topic areas listed which will be considered in the course.