**General Education Distribution Requirement: Social Sciences**

Course Content Evaluation Form

Department/Program and Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to assess whether the subject matter of the course satisfies the General Education Social Sciences divisional distribution requirement. Please answer all of the questions below, providing as much information as you can to help the evaluating committee to review the course fairly and accurately.

***Information on this form will be cross-checked for consistency with the provided syllabus, so please refer directly to the syllabus where appropriate***. Note that the expectation is that the syllabus will contain explicit descriptions of course activities, materials, and assignments that link directly to the Gen Ed requirements. It is also expected that the same Gen Ed requirement(s) will be satisfied by the course regardless of the instructor or term.

If this is a cross-listed course, please coordinate with the other department/program and submit only one form.

The content of courses accepted for Social Sciences distribution credit must reflect the conception of Social Sciences curriculum as expressed by the following description:

*Social Science courses examine the individual, social, ideological, cultural, political, and economic dimensions of human activities and behaviors. They address a broad range of topics through diverse theoretical and empirical approaches. As a result, these courses cultivate perspectives and intellectual skills necessary to apply qualitative and quantitative methods of inquiry to issues of societal significance. Students in social science courses are taught to analyze and interpret data from many different sources, such as fieldwork, interviews, surveys, peer-reviewed literature, published and unpublished repositories, and electronic media. These courses also discuss applications of the social sciences, which range from developing fundamental theories of the social world to solving problems and informing advocacy and activism.*

The Social Sciences Gen Ed Distribution Requirement is meant to ensure that students:

* explore the development of the institutions and functioning of human society;
* understand the interpersonal relationships of individuals as members of social groups;
* gain experience with social science vocabulary, methods and tools in systematic studies of the social world.

The following questions request information that will help the evaluation committee and the chairs and directors in Social Sciences to assess the fit between the curriculum of the nominated course and the Social Science Division’s conception of course content distinctive of the division. If one or more questions below are irrelevant for the course in question, please write, "not applicable". Again, please refer directly to the syllabus where appropriate, to indicate how the Social Sciences Distribution Requirement goals will be achieved. ***The expectation is that nearly every response below will refer to the syllabus.***

1. If this course is being nominated for distribution credit in any other division(s), please list the other division(s) here so that the evaluation committee can factor the interdisciplinary nature of the course into their assessment.
2. What is the main subject of the course, and in what ways does the course directly examine the individual, social, ideological, cultural, political, and economic dimensions of human activities and behaviors?
3. How does the course cultivate the perspectives and intellectual skills necessary to apply qualitative or quantitative methods of inquiry to issues of societal significance, and from what sources are students taught to analyze and interpret data?
4. What applications of the social sciences are addressed, and in what manner (e.g., through class discussion, writing/reading assignments, service learning, etc.)?
5. What activities engage the students in exploring the development of the institutions and functioning of human society?
6. How do students learn about the interpersonal relationships of individuals as members of social groups?
7. In addition to the answers above, what other experience do students gain with social science vocabulary, methods and tools in systematic studies of the social world?
8. Is there any other information about this course that you would like the evaluation committee to consider?