

Indiana University Bloomington  
**General Education Curriculum**  
Social & Historical Studies Course Proposal

**Instructions**

For each proposed course, please fill out this form, append a course syllabus, save the file, and send to the appropriate school academic officer (i.e., school/college official) by email as a PDF. The proposal file must be named according to the following convention:

Subject code <hyphen> letter prefix and course number <hyphen> GenEd category abbreviation.pdf

For example: HIST-A205-SH.pdf

Please be sure to complete **all five (5) pages** of the course proposal form.

The method for appending a file to a PDF varies depending your version of Adobe Acrobat or Adobe Reader. Please consult the instructions or help menu for your software. Do not attempt to use non-Adobe software to fill out this proposal form.

**Note:** Course proposals may not be submitted directly to the GenEd Committee by individuals or departments. All course proposals must be approved by the appropriate school, who will then forward the proposals to the GenEd Committee.

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**PART I: Course Information**

Subject area (e.g., HIST-A): \_\_\_\_\_ Catalog number (e.g., 205): \_\_\_\_\_ Credit hours: \_\_\_\_\_

Course title: \_\_\_\_\_

**Generic/variable-title course:**   ☐ Yes   ☐ No (If proposing a single topic of a generic course, please include topic title below.)

Topic title: \_\_\_\_\_

**Bulletin description:**

**Proposal submitted by**

**Department or Program:** \_\_\_\_\_

**School / College:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **PART II: GenEd Learning Outcomes**

### **Social and Historical Studies**

Social and Historical studies courses help students understand human cultures and the impact of historical events that shaped their development. The theoretical underpinnings and methodologies introduced will provide students with critical analytical skills. The courses are also expected to increase the social awareness of students through intercultural knowledge and the ability to reason ethically. Knowledge of specific historical and social situations will help students integrate an appreciation for diversity and inclusiveness into their approach to life-long learning.

### **Student Learning Outcomes**

Students who complete the Social and Historical Studies requirement will demonstrate

1. knowledge of human cultures based on an understanding of history, social situations, and social institutions;
2. the ability to think critically and creatively;
3. skills of inquiry and analysis;
4. quantitative and/or qualitative literacy through theory and methodology;
5. intercultural and/or civic knowledge.

## **PART III: Learning Outcomes for the Proposed Course**

Please list below the student learning outcomes for the proposed course as they appear in the course syllabus. Alignment with GenEd S&H learning outcomes should be evident. (NB. Syllabi for GenEd-approved courses must include a clear statement of the learning outcomes for the course.)

## **PART IV: Alignment of Course Learning Outcomes with GenEd Learning Outcomes**

### **IU Bloomington GenEd Student Learning Outcomes for This Course**

Below, please explain how the GenEd S&H learning outcomes are addressed in the proposed course (e.g., readings, assignments, etc.). Please note that a GenEd course need not address all of the GenEd S&H learning outcomes, but a course that does not address most of the S&H learning outcomes is not likely to be approved for GenEd S&H credit. Please leave blank any box (or boxes) that do not pertain to this course.

1. Students who complete the Social and Historical Studies requirement will demonstrate knowledge of human cultures based on an understanding of history, social situations, and social institutions.

2. Students who complete the Social and Historical Studies requirement will demonstrate the ability to think critically and creatively.

3. Students who complete the Social and Historical Studies requirement will demonstrate skills of inquiry and analysis.

4. Students who complete the Social and Historical Studies requirement will demonstrate quantitative and/or qualitative literacy through theory and methodology.

5. Students who complete the Social and Historical Studies requirement will demonstrate intercultural and/or civic knowledge.

## PART V: Course Characteristics

### S&H Course Characteristics

Courses in this area examine individual, collective, and institutional behavior in social and historical contexts. Coursework may examine the interactions among diverse forces such as those arising in historical, communicative, geographical, social, cultural, legal, economic, and political contexts. Students will be introduced to theoretical approaches and methodologies for understanding social behavior and institutions. Courses may emphasize knowledge of specific historical and social situations or foster an appreciation for the diversity of human sociality and the complex forces shaping human history.

**Please explain how the proposed course exhibits the S&H course characteristics.** If proposing a generic (i.e., variable title) course for blanket approval, please explain how all topics/variable titles of this course exhibit S&H course characteristics.

## PART VI: Course Syllabus

A course syllabus must be appended to this proposal. The syllabus should indicate a clear and consistent connection between the elements of the course—i.e, course description, learning objectives, course readings, assignments, and assessments—and the GenEd S&H learning outcomes and course characteristics.

You may also provide annotations, sample assignments, or additional explanation further highlighting the alignment of the course with the GenEd learning outcomes and course characteristics.

**If proposing a variable title course for blanket approval, please append syllabi for at least three topics.**