

General Education Foundations of Society and Culture (SC) Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title _____

The aim of the GE SC course offerings is:

The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed, and how new understandings of social phenomena are achieved and evaluated.

General Education SC Student Learning Goals: Courses fulfilling SC will provide a minimum of five units and should align with *each* of the following four learning goals (see Appendix):

1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.
2. Students will learn how to analyze sources and data.
3. Students will engage in critical interpretation and reasoning.
4. Students will communicate effectively.

General Education SC Student Learning Outcomes: Each course should have student learning outcomes listed in the syllabus. These learning outcomes may be tied to a specific discipline but should be associated with each of the *four* broad learning goals listed above (please see **Appendix I: Society & Culture Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

General Guidelines for GE SC Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Society & Culture foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Society & Culture are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Historical Analysis
- Social Analysis

Briefly describe the rationale for assignment to SC foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2020-22 and give anticipated enrollment:

2020-21	<input type="checkbox"/>	Fall: Enrollment _____	2021-22	<input type="checkbox"/>	Fall: Enrollment _____
	<input type="checkbox"/>	Winter: Enrollment _____		<input type="checkbox"/>	Winter: Enrollment _____
	<input type="checkbox"/>	Spring: Enrollment _____		<input type="checkbox"/>	Spring: Enrollment _____
	<input type="checkbox"/>	Summer: Enrollment _____		<input type="checkbox"/>	Summer: Enrollment _____

Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal 15 hours/week: _____ (hours)

Please note that if you're teaching a summer course, the aggregated hours should equal 150. For instance, if you're teaching a 5 week course, your total out-of class and in-class time per week should equal 30 hours.

Please present a concise explanation for the following:

How does your course address each of the four learning goals?

Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment that speak to these learning goals.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

APPENDIX I

Student Learning Goals with Nested Learning Outcomes for
all General Education (GE) Foundations in Society and Culture (SC) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE SC” courses:

- 1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.**
 - a. Students will be able to identify how culture develops and changes over time and explore the multi-dimensionality of culture.
 - b. Students will understand how diverse societies are structured and organized and recognize internal and external differences both within and across societies.
 - c. Students will analyze historical development and change with an emphasis on understanding the causes and consequences of these changes.
 - d. Students will consider how different disciplines examine society and culture, including their principal theoretical and methodological approaches.

 - 2. Students will learn how to analyze sources and data.**
 - a. Students will learn to identify and use different types of primary and secondary sources.
 - b. Students will engage actively in the social-scientific processes of inquiry, analysis, and problem-solving, as well as quantitative and qualitative research and data collection.
 - c. Students will evaluate sources and data for their positionality, significance, reliability, and validity.

 - 3. Students will engage in critical interpretation and reasoning.**
 - a. Students will evaluate and develop arguments informed by evidence.
 - b. Students will gain critical reading skills, including media literacy.
 - c. Students will reflect on how history and the social sciences have been used, and can be used, to inform positive or negative social change.

 - 4. Students will communicate effectively.**
 - a. Students will develop the ability to summarize, synthesize, and analyze scholarly literature.
 - b. Students will practice writing clearly in appropriate/relevant disciplinary styles and marshal evidence in support of an argument.
 - c. Students will learn how to communicate with non-expert audiences.
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PA 98T: Resistance and Public Service: Committing to a Public Service Ethos through Examining Moments and Theories of Resistance

Course Description:

In this course, we will use moments of public resistance as lenses to reflect upon best practices for those committed to public service.

As Public Affairs scholars, we are united by a commitment to a public service ethos, a passion for improving people's lives. While we strive to do this through various pathways such as work within academia, government, non-profit, or private sector work, the desire to serve others is what draws many of us to the field. My journey to becoming a social welfare scholar and social worker began when I became committed to service, to a public service ethos, as a teenager with the hopes of positively changing the world. However, from then to now, over a decade of reflection on this seemingly simple commitment has left me with many questions. As I have worked with students with similar commitments, I have realized I am not alone in my questions.

This course is meant to be a space where we can reflect on the tough questions that arise when we aim to serve the public in a society with a long history of exploitation and marginalization of certain people and a history filled with moments of resistance against this exploitation and marginalization. Who do we refer to when we refer to the public? Who has historically been left out of the conversation on the public good? What does embracing a public service ethos require in terms of centering the public's desires and concerns? What role do we play in the interpretation of the public's desires and concerns? What strategies should we use to center the public's desires, and how will we work with the public?

This class will examine theories on and moments of public resistance as a means to deepen our understanding of what it means to commit to public service in a society that has historically marginalized the needs and desires of certain groups while centering the desires of others. Our central question: *How do people resist marginalization, and what can we, those committed to serving the public, learn from these strategies to fully accomplish our goal of ethically and effectively improving people's lives?*

GE Credit Acknowledgment: Upon successfully completing this course, students will satisfy the Social Analysis in the Foundations of Society and Culture area general education requirement. Students will gain proficiency in Social Analysis by closely examining theoretical, scholarly, and primary source documents included in each week's readings, which will be discussed in class, writing reflection papers, and completing their research paper on a resistance movement. For more information, please view your school or college's GE requirements.

Course Objectives:

At the end of this course, students will be able to:

- Understand multiple strategies of resistance used by Black, Brown, and Queer members of the public in the United States and the social, cultural, political, and economic processes that shaped these strategies.
- Understand the principal theoretical approaches and methods common to scholars studying resistance movements across social science, history, and related disciplines.
- Identify, reflect upon and discuss how, when, and why marginalization and resistance are addressed in public service conversations.
- Identify their role as public servants in understanding, acting in response to, and engaging in moments of resistance.
- Actively engage in research, analysis, interpretation, reasoning, and writing on a moment of resistance, including who resisted, the reasoning behind the resistance, the strategies of resistance used, and provide an argument on how this resistance is relevant to the work of those committed to public service in the present moment.

Course Assignments and Grading Criteria:

Final grades for the course will be determined based on the total points earned through class participation, reflection papers, final paper preparation assignments (introduction, bibliography progress check, peer review), and the final paper.

Class Participation

Active participation in discussion is a vital unsubstitutable component of this seminar-style course. Each week it is expected that every student will come to class with a discussion question or prepared reaction based on the readings. Thus, each student is expected to regularly share their ideas, progress, and perspectives as well as listen closely and provide feedback to fellow students.

Grading Criteria:

Class participation is worth 15 points of students' final grade in the course.

- Students will receive 1 point for attending each class session and .5 points for actively participating in class discussion through sharing their ideas and actively listening to the ideas of others in a large group or small group discussion.
- Please note that the thoughtfulness and insights of your contributions are more important than the frequency of your contributions. We recognize that there are various participation styles and active listening styles among students that can show their participation in class.
- Participation points will be tracked online. Please check your participation score every week to make sure you are receiving credit when credit is due. If there is a discrepancy, please let me know as soon as possible

All students are eligible for one excused absence from class if the student communicates their absence in advance. Unexcused absences will lead to the loss of class participation points.

Reflection Papers

All students will write reflection papers on the readings three times during the quarter in response to Part 1, Part 2, and Part 3 of the course materials. After completing the readings and reviewing your class

notes, students will write two or three questions about personal interest topics that engage the class content. Students will then write a few sentences reflecting on each of their questions, providing context regarding what made this question meaningful to the student. Students' questions can be generated by reactions to, curiosity about, or a critique of the course materials. A student can present a disagreement with the author/creator or highlight a different idea/perspective omitted from the course materials and class discussion. A student can use their lived experiences as a point of contrast with the course materials. At least two different course materials must be cited in each reflection paper. The minimum length requirement for each reflection paper is 1.5 pages double-spaced. Students should use APA formatting for the reflection paper.

Grading Criteria:

Each reflection paper is worth 5 points of the student's final grade.

- Three points will be granted based on the student's fulfillment of the assignment- *whether the student wrote 1.5 pages or more that skillfully shares how their perspective on the social world has been affected by learning these concepts and theories in their voice with a recognizable theme.*
- One point will be provided based on the organization and integration of the response paper- *whether the paper is well written, logical, and coherent, and quotations and summarizations of ideas from course materials are integrated into the text appropriately.*
- One point will be granted based on style and formatting- *whether the student completed a paper with minimal grammatical and syntax issues and followed APA formatting.*

Due dates:

- Reflection Papers on part one of the course will be due by the Sunday following Week Two at 11:59 PM.
- Reflection Papers on part two of the course will be due by the Sunday following Week Five at 11:59 PM.
- Reflection Papers on part three of the course will be due by the Sunday following Week Nine at 11:59 PM

Final Paper - Moment of Resistance Research Paper

This course's final assignment is an 8-10 pages APA formatted research paper on a moment of resistance of the student's choice.

This research paper should include:

- Introduction: Identify the moment of resistance, provides a brief background on the moment, and briefly explain this movements' modern relevance in an attention-grabbing manner (approx. 1 page in length)
- Literature Review: Overview of the moment of resistance, including who resisted, the reasoning behind the resistance, the strategies of resistance used; should include scholarly secondary and primary sources (approx. 4 pages in length)

- Discussion: Discuss any limitations in the information or research available on this movement and how this resistance movement is relevant to the work of those committed to public service in the present moment (approx. 2 pages in length)
- Conclusion: Provide a summary of the movement and concluding ideas on how this resistance movement is relevant to the work of those committed to public service in the present moment (approx. 1 page in length)

Grading Criteria:

The final paper will be graded based on the clarity of the presented topic, the selection of appropriate sources to support your topic, the quality of the critical analysis of sources, the organization and strength of discussion and concluding statements, and the quality of writing in terms of formatting, grammar, and style. To aid in completing a quality paper, three graded preparatory assignments will be due during the quarter. These assignments are pass/fail; you will be given full points if you complete the task on time.

1. Introduction

Students will write a 1-page double-spaced introduction to their final paper in APA format. This introduction should grab the reader's attention, identify the moment of resistance the student is interested in researching, provide a brief background, and briefly explain the movements' modern relevance.

Due date:

This assignment is due the Sunday following Week Four at 11:59 PM.

2. *Bibliography Progress Check*

Students are expected to make weekly progress on reviewing literature and developing their final paper after Week Four. Students should be reading multiple articles or chapters each week relevant to the individually chosen area of interest. To encourage this progress, students will submit a document ("Bibliography update") that lists five papers/chapters read or films/podcasts/songs experienced (in APA style) and offers a brief narrative of steps taken to develop the paper up until this point. This assignment will be approximately two double-spaced pages in length.

Due date:

This assignment is due the Sunday following Week Six at 11:59 PM.

3. *Peer Review of Draft*

Peer review is a cornerstone of academia and thus an important skill to cultivate. The Sunday before Week Nine's class, all students will submit a draft of their APA formatted paper for exchange with another classmate. Then each student will review a classmate's paper and submit a written peer review (about a paragraph) with suggestions on how to improve the paper to the course instructor X before Week 9's class. The instructor will read the peer review and may provide feedback to or require revisions from the reviewer. During Week Nine's class, authors and reviewers will meet to exchange peer reviews and discuss reviewers' findings.

Due date:

Your draft for review is due the Sunday before Week 9.

Your review of your peer’s paper is due X

4. *Final Paper*

The final APA formatted research paper of 8 -10 pages in length will be due during finals week.

Final Grade Calculations

Final grades for the course will be determined based on the total points earned on each assignment and course participation.

Assignment	Percentage of Grade/Points
Reflection Paper #1	5
Reflection Paper #2	5
Reflection Paper #3	5
Final Paper Introduction	10
Final Paper: Bibliography	10
Final Paper Peer Review	20
Final Paper	30
Class Participation	15
Total Points for Course	100

97 – 100 A+

80 – 82 B-

93 – 96 A

77 – 79 C+

90 – 92 A-

73 – 76 C

87 – 89 B+

70 – 72 C-

83 – 86 B

Course Outline:

Part 1: Exploring the relationship between the “public servant” and the “public”

Central Question: What role do those with a public service ethos have in supporting the justice-seeking of other members of the public?

Week 1: Service and Change or Service or Change

- Kivel, P. (2017). Social service or social change? In INCITE! (Ed.), *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex* (2nd ed.). Duke University Press.
- Mitchell, T. D. (2008). Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models. *Michigan Journal of Community Service Learning*, 16.

Week 2: Committing to the People: A Rebirth

- Freire, P. (1970). Chapter 1. *Pedagogy of the Oppressed*. Penguin Classics

Assignment: Reflection Questions on part one of the course are due Sunday at 11:59 PM

Week 3: Committing to a new future with new tools

- Carruthers, C. (2018). Three Commitments. *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*. Beacon Press. (63-85)
- Lorde, A. (2007). Master's Tools. In *Sister Outsider* (Revised, pp. 110–114). Crossing Press

Part 2: Exploring critiques and acts of resistance of the public in the 20th century

Central Question: What strategies did people use to resist the state and state-sponsored institutions?

Week 4: Welfare Rights Movements Part 1

- Piven, F., & Cloward, R. (1979). *Poor People's Movements: Why They Succeed, How They Fail* (pp. xix-39). Vintage books.
- Piven, F., & Cloward, R. (1979). The Welfare Rights Movement. In *Poor People's Movements: Why They Succeed, How They Fail* (pp. 264–275). Vintage books.

Assignment: Final paper Introduction due by Sunday 11:59 PM

Week 5: Welfare Rights Movements Part 2

- Demby, G. (2019, June 9). The Mothers Who Fought To Radically Reimagine Welfare. *NPR*.
<https://www.npr.org/sections/codeswitch/2019/06/09/730684320/the-mothers-who-fought-to-radically-reimagine-welfare>
- Tillmon, J. (1972). *From the Vault: "Welfare is a Women's Issue" (Spring 1972)—Ms. Magazine*.
<https://msmagazine.com/2021/03/25/welfare-is-a-womens-issue-ms-magazine-spring-1972/>
- Rarell, L. (1994). *Title: Interview with Johnnie Tillmon Blackston* [Interview; Film; Recorded Sound; Video]. Blackside, Inc. <http://mavisweb.wulib.wustl.edu:81/mavisSearch>

Assignment: Reflection Questions on course part two due Sunday at 11:59 PM

Week 6 Stonewall Uprising

- Pruitt, S. (2020). *What Happened at the Stonewall Riots? A Timeline of the 1969 Uprising*. History Channel. <https://www.history.com/news/stonewall-riots-timeline>
- Gold, M., & Norman, D. (2019). *Stonewall Riot Apology: Police Actions Were 'Wrong,' Commissioner Admits*. The New York Times.
<https://www.nytimes.com/2019/06/06/nyregion/stonewall-riots-nypd.html>
- Armstrong, E. A., & Cragg, S. M. (2006). Movements and Memory: The Making of the Stonewall Myth. *American Sociological Review*, 71(5), 724–751. <https://doi.org/10.1177/000312240607100502>
- Marcus, E. (n.d.). *Marsha P. Johnson & Randy Wicker* (Season 2 Episode 1).
<https://makinggayhistory.com/podcast/episode-11-johnson-wicker/>

Assignment: Bibliography Progress Check Due Sunday at 11:59 PM

Part 3: Exploring critiques and acts of resistance of the public in the 21st century

Central Question: What strategies have people modernly used to resist the state and state-sponsored institutions? How do these techniques differ from previous methods?

Week 7 Latino Immigrant Rights Movement

- Zepeda-Millán, C. (2017). Weapons of the Not So Weak. In *Latino Mass Mobilization: Immigration, Racialization and Activism* (pp. 18-21). Cambridge University Press.
- Zepeda-Millán, C. (2017). Weapons of the Not So Weak. In *Latino Mass Mobilization: Immigration, Racialization and Activism* (pp. 41–66). Cambridge University Press.
- Bada, X., Fox, J., Guskin, J., & Cavanaugh, K. (n.d.). *2006 Immigrant Rights Protests- 400 actions mapped*. University of Washington: Mapping American Social Movements Project. Retrieved February 10, 2021, from https://depts.washington.edu/moves/2006_immigrant_rights.shtml

Week 8 Los Angeles Uprisings (1992)

- Allison, S. (2020). *A Love Song For Latasha* [Documentary]. Netflix.
<https://www.alovesongforlatasha.com/>
- Sastry, A., & Bates, K. (04262017). When LA Erupted In Anger: A Look Back At The Rodney King Riots. *National Public Radio*. <https://www.npr.org/2017/04/26/524744989/when-la-erupted-in-anger-a-look-back-at-the-rodney-king-riots>
- Schneider, J. (02182015). Ferguson: Riot or Rebellion? *HuffPost*.
https://www.huffpost.com/entry/ferguson-race-riots-rebellion_b_6354102?guccounter=1

Assignment: Draft of Final Paper due Sunday at 11:59 PM

Assignment: Peer Review Summary due two days before class at 11:59 PM

Part 4: Teachings from Resistances

Central Question: What did we learn about how to best serve the public from moments of resistance?

Week 9 Peer Review

Assignment: Reflection Questions on course part 3 due Sunday at 11:59 PM

Week 10 Final Reflections

- Carruthers, C. (2018). Five Questions . *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*. Beacon Press. (87-110)



New Course Proposal

Public Affairs 98T

Resistance and Public Service: Committing to a Public Service Ethos through Examining Moments and Theories of Resistance

Course Number Public Affairs 98T

Title Resistance and Public Service: Committing to a Public Service Ethos through Examining Moments and Theories of Resistance

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Students will engage with scholarship and complete research on how people resist marginalization and what those committed to serving the public can learn from these strategies to accomplish our goal of ethically and effectively serving. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [PA 98T= Resistance and Public Service Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Dominique Mikell) UID: 905225684

Professor Amy Ritterbusch is the faculty mentor for this course. UID: 305255810

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 9, 2021

Grading Structure

- Reflection Paper #1 5
- Reflection Paper #2 5
- Reflection Paper #3 5
- Final Paper Introduction 10
- Final Paper: Bibliography 10
- Final Paper Peer Review 20
- Final Paper 30
- Class Participation 15
- Total Points for Course 100

Effective Date Spring 2022

Discontinue Date Summer 1 2022

Instructor

Name	Title
Dominique Mikell	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Public Affairs

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[Routing Help](#)

ROUTING STATUS

Role: L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

Status: Pending Action

Role: CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Approved on 8/26/2021 3:03:45 PM

Changes: Title

Comments: Updated course title to "Resistance and Public Service: Committing to a Public Service Ethos through Examining Moments and Theories of Resistance"

on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042

Status: Submitted on 8/25/2021 4:28:55 PM

Comments: Initiated a New Course Proposal



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