

General Education Foundations of Society and Culture (SC) Course Information Sheet
Please submit this sheet for each proposed course

Department, Course Number, and Title _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

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

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2019-20	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	
2020-21	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed:

Unit Guidelines: GE courses within the Society and Culture Foundation Area are all at least 5 units.
 Number of Units:

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

Problem-solving

- ❑ Library & Information Literacy

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

- 1. Lecture: _____ (hours)
- 2. Discussion Section: _____ (hours)
- 3. Labs: _____ (hours)
- 4. Experiential (service learning, internships, other): _____ (hours)
- 5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week _____ **(HOURS)**

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

- 1. General Review & Preparation: _____ (hours)
- 2. Reading _____ (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: _____ (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: _____ (hours)
- 7. Research Activity: _____ (hours)

(B) TOTAL Out-of-class time per week _____ **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week _____ **(HOURS)**

CUTF Syllabus for AN NE 98TW

How Smell Shapes the World

Decolonizing ‘the senses’ in Ancient Egypt and Today
Spring 2021

Instructor: Robyn Price
Email: rsprice@ucla.edu
Office: Kaplan A67a
Office Hours: TBD
Time & Location: TBD

Credit: 5 units (15 hours/week)
GEs: Historical Analysis
Social Analysis
Writing II Credit

Required Text:

- Classen, Constance. 1994. *Aroma*. Routledge: London.
- All other assigned readings and homework will be posted to CCLE or linked in the syllabus [CCLE link].

Course Description:

The manner in which a culture constructs their ideological, economic, social, and political (IESP) systems is inevitably affected by the way people understand sensory experience. This course is designed to explore the implications of this statement with a case study on smell. We will begin by exploring the silent role smell plays in the US and how it has contributed to the organization of a variety of IESP concerns of which we typically are not even aware. In this first half of the course, you will self-reflect on how scent figures in your own life and experiences, noting how it contributes to your daily routines and beliefs about concepts like hygiene, social relationships, and material wealth.

In the middle of the quarter, I will bring in the academic jargon to describe the theories and methods we will have been practicing thus giving you the language to articulate your findings to an academic audience. Armed with this new understanding, we will then dive into the world of the ancient Egyptians to understand how their view of scent compares to our own and how their understanding of scent contributed to the organization of their society.

Largely through primary sources, we will explore what we can actually learn about the past, particularly in reference to sensory experience. Lectures will be accompanied by images of artifacts, art, and ancient texts in illustration of where knowledge of the past comes from, while discussions will focus on teasing out information from your assigned readings of both primary and secondary source material. The limitations and biases of such source material will be explored through in-class activities, where we will question what can we know about the past. How do modern biases affect your ability to analyze the material critically? Through both practical demonstration and experimentation, you will learn to analyze historical evidence critically and to employ it in your own research.

The bottom line is that this course is about power; sensory experience is a valuable tool in the controlling of populations through informing people’s beliefs. This phenomenon thus is a form of colonialism and so is the overarching theme of the course. Your final assignment is to take the

theories and methods presented in this course and apply it to your own case study exploring the effects of sensory experience on systems of power in a culture of your choice.

Course Objectives:

Course Objectives are a concise way of me communicating my goals to you. The assignments, assessments, daily activities, and lectures are organized to reflect these goals.

By the end of this course, students should be able to:

1. Recognize and weigh the effects of researcher bias in primary and secondary sources
2. Identify and evaluate in writing and through discussion and self-reflection the consequences of how our bodies are at the center of our constructed worlds
3. Implement and integrate a variety of interdisciplinary theories and methods when approaching research questions, namely Decoloniality and Orientalism; and archival, textual, spatial, and material studies.
4. Envision, organize, and complete a writing-heavy research project while employing primary and secondary source material critically

Class Organization and Participation:

Seminar will be held once a week. Every class we will have a 2-3 question reading quiz. Please complete your readings and assignments listed in the schedule for that week before coming to class. Course time will be split up between short lectures, group work activities, discussions, and time for developing your research projects. Your participation each week will be based on your involvement in these activities and performance on the reading quiz.

How to Succeed in this Class:

- Make the time to prepare fully for class and complete your assignments so we can have lively discussions. If you are going to miss a class, let me know as soon as possible (before you miss!) so we can plan for you to catch up.
- Help the class grow together by participating actively in class and listening and responding to your peers' responses. Assume positive intentions and strive for understanding when facing conflict or disagreement.
- Practice academic integrity: To avoid plagiarism, cite everything that is not completely your own (using academic sources and proper format). You can always check with me, but this must be done before submission! The consequences of plagiarism are dictated by the university and are out of my hands. All cases must be reported and are subject to disciplinary action.
 - If you have questions about this, here is a great resource the check out: www.deanofstudents.ucla.edu/academicintegrityvideo. Ignore the "quiz." Please note these times especially: 14min 17 secs (Multiple submissions); 17min (Plagiarism); and 21 min 46 secs (Quoting v. summarizing v. paraphrasing)

Assignment Due-dates:

Week 2: Scent Journal 1

Week 3: Scent Journal 2

Week 5: Project Plan + Annotated Bibliography

Week 7: Literature Review + Theory/Methods

Week 9: Written Drafts due, including revised versions of other assignments.

Finals: Informal Presentations + Final Projects

Grading Breakdown:

<i>% of grade</i>	<i>Type of work</i>
20%	Participation <ul style="list-style-type: none"> • 10% General Participation <ul style="list-style-type: none"> • Please show engagement with the class, either through completing in-class activities, responding/asking questions in class, or having your video on when possible in remote class meetings • 10% Reading Quizzes
20%	Scent Journal 1 (10%) and 2 (10%)
30%	Final Project Scaffolding <ul style="list-style-type: none"> • Annotated Bibliography (5%) • Project Plan (5%) • Theory/Methods Section (5%) • Literature Review (5%) • Peer Review x2 : Week 6 (5%) and Week 9 (5%) <ul style="list-style-type: none"> • Requires submission of draft and annotated bib/project plan on time to receive credit)
30%	Final Project and Presentation

Grading Scale

<i>letter grade</i>	<i>points</i>
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

Additional Media

- "Daily Life in Ancient Egypt with 32 paintings illustrating the life, culture, and history of the Egyptians." *National Geographic Society*.
https://imgur.com/a/4VijYq7?fbclid=IwAR3btIhd3To699nM3LkN5dgljZRt7DPGKKTpgUMiOYK1wH_e9Bnh2JpyQxc.
- "Share the Air." Center for the Study of Women, 2020. <https://csw.ucla.edu/about/fragrance-free/>.
- "What is Archaeology: Understanding the Archaeological Record." 24 Nov 2017.
<https://www.youtube.com/watch?v=nvc1xIyntC0>.
- Green, John. "Ancient Egypt: Crash Course World History #4." 16 Feb 2012
<https://www.youtube.com/watch?v=Z3Wvw6BivVI>
- Sofia, Maddie. "The Science of Smell and Memory." *Short Wave*. Podcast audio, November 29, 2019.
<https://www.npr.org/2019/11/18/780416661/the-science-of-smell-and-memory>.
- Turin, Luca. "The Science of Scent." *TED talk*, 2005, 12:05,
https://www.ted.com/talks/luca_turin_the_science_of_scent?language=en#t-213048.
- Verbeek, Caro. "The Historical Significance of Smell." *TED talk*, 2016, 11:08,
https://www.ted.com/talks/caro_verbeek_the_historical_significance_of_smell.
- Victor, Daniel. "National Geographic Acknowledges Its Racist Coverage." *New York Times*, March 13, 2018. <https://www.nytimes.com/2018/03/13/business/media/national-geographic-race.html>.
- Ward, Alie. "Egyptology (Ancient Egypt) with Kara Cooney." *Ologies*, 18 Sept 2018,
<https://www.alieward.com/ologies/2018/9/17/egyptology-ancient-egypt-with-kara-cooney>.

ROUTING STATUS

Role: Department/School Coordinator - Palomo, Pia F. (ppalomo@college.ucla.edu) - 61667

Status: Pending Action

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

Status: Returned for Additional Info on 9/8/2020 2:11:12 PM

Changes: No Changes Made

Comments: For writing approval.

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

Status: Approved on 9/4/2020 5:57:11 PM

Changes: No Changes Made

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

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

Status: Returned for Additional Info on 9/4/2020 3:32:32 PM

Changes: No Changes Made

Comments: Edit department for 98T to Archaeology on the syllabus.

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

Status: Approved on 9/3/2020 12:39:17 PM

Changes: No Changes Made

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

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

Status: Submitted on 8/31/2020 4:58:40 PM

Comments: Initiated a New Course Proposal

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