

Requirements of the USC General Education Program

Effective Fall 2015, all undergraduates at USC must satisfy the following degree requirements.

Core Literacies (8 courses)

- GE-A The Arts (1 course)
- GE-B Humanistic Inquiry (2 courses)
- GE-C Social Analysis (2 courses)
- GE-D Life Sciences (1 course)
- GE-E Physical Sciences (1 course)
- GE-F Quantitative Reasoning (1 course)

Global Perspectives (2 courses)

- GE-G Equity in a Diverse World (1 course)
- GE-H Traditions and Historical Foundations (1 course)

Students can double-count courses in the two Global Perspectives categories to satisfy requirements in the Core Literacies categories. A course can satisfy no more than one Global Perspective and one Core Literacy requirement.

Freshman Requirement

All freshmen entering USC in Fall 2015 or later must enroll in a General Education Seminar in their first year of enrollment. This course will satisfy one of the GE requirements above. Each General Education Seminar is limited to 19 seats and is open only to freshmen.

Transfer Requirements

All students who begin college in Fall 2015 or later are subject to the requirement above, with one exception: transfer students are not required to complete a General Education Seminar. Transfer students may transfer in courses to satisfy USC GE requirements but must complete at least two General Education courses in USC Dornsife College from among the six Core Literacy categories.

All General Education courses at USC carry four units of credit. To be eligible for transfer, a course taken at another institution must be articulated for a minimum of 2 and 2/3 units of USC credit, with an earned grade of C minus or higher.

Learning Objectives and Guidelines

CORE LITERACIES

There are six Core Literacy categories, in which eight courses are required. All students must complete one course in each of the Arts, Life Sciences, Physical Sciences, and Quantitative Reasoning, and two courses in each of Humanistic Inquiry and Social Analysis.

GE-A. THE ARTS

The creative act, in its many manifestations, reflects, defines, and is defined by human experience and endeavors. The Arts curriculum perpetuates this proud heritage. The goal of general arts education is to help students discover, explore and interpret this rich and multi-faceted history and to situate themselves within its traditions.

USC's world-class Schools of Architecture, Cinematic Arts, Dance, Dramatic Arts, Fine Arts, Music, and Creative Writing in Dornsife College represent a full range of aesthetic and interpretive expertise, providing a comprehensive framework that encourages imagination, individual growth, personal awareness, and technical facility. Each of these schools is uniquely equipped to teach students about creativity today, because of USC's culturally abundant setting. Los Angeles is a living laboratory that mirrors and predicts our collective global future. This vibrant city provides a perfect environment in which to nurture aesthetic sensibilities, explore untested ideas and experiment with new forms of creative expression.

Learning Objectives

1. **Analysis:** Increase the student's ability to analyze creative endeavors, including describing them with appropriate vocabulary, examining their formal elements, and engaging in research to understand their contexts.
2. **Making:** Expand the student's knowledge about the creative process, as exemplified by specific works studied and, in many cases, by the student's making creative work.
3. **Connectivity:** Deepen the student's appreciation of the connections between creative endeavors and the concurrent political, religious, and social conditions; show how these endeavors fulfill cultural functions or fill cultural needs.
4. **Context:** Enrich the student's discernment of creative production by increasing knowledge of its theoretical, historical, and aesthetic bases across history and cultures.
5. **Engagement:** Increase the student's understanding of becoming a lifelong supporter or participant in the arts by exposure to creative production in the contemporary environment.

Guidelines

- Courses in the Arts category should address central and important questions about creative activity, whether in the visual arts, literature, music, film, theatre, or dance. Courses may be taught from a particular disciplinary perspective, but they must be addressed to a non- specialist audience. Course materials and expectations should not presuppose prior familiarity with the discipline in question.
- Courses should be constructed with a view to both breadth and depth, allowing the student to establish appropriate contexts and at the same time to learn skills of critical analysis.
- Courses should encourage students to develop tools for independent critical thinking, while maintaining high standards of analytical and scholarly rigor.
- Reading and study will focus on primary sources and on their contexts.
- Courses may include an element of creative work – for example, the writing of short stories, dramatic writing, or the making of a sculpture or a performance, or the composition of a song cycle. In this case, students should be asked to reflect critically upon their own creative practice. The extent of reading expectations should be adjusted accordingly when an element of creative practice forms part of the course.
- All courses must comprise four units.
- At least four of the five Learning Objectives outlined in the Arts category must be met (Analysis, Making, Connectivity, Context, Engagement).
- Reading assignments should be appropriate for a four unit course and to the type of material being discussed: for example, about 150-200 pages of fiction per week, or one Shakespeare play, or 100-120 pages of contextual material. These assignments should take into account the time needed for other forms of study that the student will be expected to carry out in preparation for class, such as watching films.
- In addition to the course examinations, there must be at least three graded assignments, two of which must involve critical/analytical writing. Creative projects should be accompanied by a written reflection on this project in an appropriate form (which might take the forms of a brief critical essay, an artist’s statement suitable for website or gallery wall, program notes, sleeve notes, or a blog chronicling the process and challenges involved). Examinations are not to be considered an assignment.
- All mid-term and final examinations will be in written form (i.e. not multiple choice). We look forward to courses that allow students to take full advantage of the rich and vibrant cultural environment of Los Angeles.

GE-B. HUMANISTIC INQUIRY

We all are self-reflective. We try to make sense of what it means to be human and how to relate to one another. We seek to understand ourselves and the world around us and always think about how things could be, or should be, or might have been. Humanistic inquiry takes us into realms that lie at the heart of what it means to be a thinking, feeling person, and into realms of interpretation and analysis beyond what facts and figures alone can tell us.

Courses in humanistic inquiry encourage close engagement with works of the imagination—in words, sights, and sounds—understanding what it means to live another life and to see over the horizon. We explore language as a medium of artistic expression and communication. We study systems of language and thought. We seek to understand traditions that create different cultures—their concepts, values, and events in history—and see them in relation to one another. Our courses emphasize forms of representation and methods of interpretation, adopting broad perspectives that are chronological, disciplinary, and cross-disciplinary. Students immerse themselves in arts and letters to think about their own place in history and in contemporary society, and inquire into our shared futures.

Learning Objectives

USC's Humanistic Inquiry program will introduce you to a broad range of courses and ways of thinking that will take you beyond the specialization of your major and significantly extend your ability to understand the human world and your place in it. The program will help you achieve six principal learning objectives.

In Humanistic Inquiry courses you will:

- Reflect on what it means to be human through close study of human experience throughout time and across diverse cultures;
- Cultivate a critical appreciation for various forms of human expression, including literature, language, philosophy, and the arts, as well as develop an understanding of the contexts from which these forms emerge;
- Engage with lasting ideas and values that have animated humanity throughout the centuries for a more purposeful, more ethical, and intellectually richer life;
- Learn to read and interpret actively and analytically, to think critically and creatively, and to write and speak persuasively;
- Learn to evaluate ideas from multiple perspectives and to formulate informed opinions on complex issues of critical importance in today's global world;

- Learn to collaborate effectively through traditional and new ways of disseminating knowledge.

Having successfully met the learning objectives, you will have acquired both practical skills and more intangible competencies. You will master strategies for finding, reading and understanding relevant information from different genres, for analyzing complex problems, for making and evaluating compelling arguments, and for preparing effective presentations. You will become a clearer thinker and a stronger writer. You will know how to situate current events and ideas in the right historical and cultural context to be able to make better decisions. You will gain new insights and be inspired. You will be ready for a life of learning and creativity.

Guidelines

- Courses in Humanistic Inquiry should address central and important questions about the human condition, creative achievements of the mind, or influential and long lasting actions or events in human history. Courses can be taught from a particular disciplinary perspective, such as literature, history, philosophy or linguistics. However, all courses must be addressed to a non-specialized audience, and course materials should not presuppose prior familiarity with the discipline in question.
- Courses must engage with topics discussed at reasonable depth and rigor. Courses are encouraged to cover a wide range of topics within their subject matter, but there is no requirement to avoid a single-author focus, as long as the single author in question has had a foundational impact on the relevant field.
- Courses in this category should encourage students to develop tools for independent critical thinking, while maintaining high standards of analytical and scholarly rigor.
- Courses in this category should utilize primary sources of scholarship in the relevant discipline, employing significant textual resources that students would need to understand and critically analyze. The use of secondary literature should be minimal.

In addition, courses in this category must meet the following requirements:

- All courses must be 4 units.
- All courses must include at least one significant written assignment during the term plus a final written assignment, and are strongly encouraged to include a midterm exam as well. All sections should require at least fifteen pages of out-of-class analytical writing, exclusive of examinations.
- All courses must require a reasonable amount of reading material from week to week, depending on the difficulty of the relevant texts.

GE-C. SOCIAL ANALYSIS

At a time of rapid social, economic, and cultural transformation, both in the United States and globally, the insights of social analysis take on critical significance. The social sciences seek to explain the causes and consequences of a wide range of complex phenomena, including how individual and collective human action shapes and is shaped by economic organizations, political institutions, and social and cultural settings broadly understood. These phenomena include the role of gender, sexuality, race, class and other aspects of identity across time and settings in the United States and the world. Courses in this area will introduce students to analytical approaches and methods of social sciences, quantitative and/or qualitative, and how these insights can be brought to bear to better understand our social world.

Requirement: two courses

Learning Objectives

After completing this requirement students will be able to:

- Apply methods of social analysis from at least one social science discipline to the study of human behavior and experience in economic, political, cultural and/or social settings;
- Understand the nature of empirical evidence and assess the usefulness of qualitative and/or quantitative evidence in explaining specific social phenomena; and
- Demonstrate an understanding of the interplay between human action and organizations, institutions, and/or social and cultural settings.

Guidelines for Course Approval

Social Analysis courses are to be selected on the basis of the following criteria:

- Courses must require that students complete at least one analytical paper or report using social science tools and skills.
- Courses are required to take a social analytic approach, roughly reflecting the idea of social science as the study of society through the examination of how people behave and influence the world.
- Courses will come primarily, but not solely, from Dornsife departments and USC professional schools employing social science expertise; drawing on disciplines such as anthropology, economics, geography, history, political science, psychology, and sociology.

- Some courses will take an explicitly problem-driven approach, exploring a specific social issue, rather than having a single disciplinary focus. However, all courses must be designed to meet the category's learning objectives.

In addition, Social Analysis courses are expected to include the following:

- As a 4-unit course, courses should require a total of 12 hours of work weekly by all students.
- Courses will require students to complete a minimum of 12-15 pages in written assignments over the course of the semester, exclusive of examinations.
- Courses will require a final examination. A midterm examination is strongly recommended. All examinations are expected to be in essay format as opposed to true/false or multiple choice formats.
- Courses will require roughly 100 pages of reading per week, although the number of pages may vary with the difficulty of the reading content.
- All courses in the SA category are intended to provide students with a rigorous intellectual experience with high academic expectations and demanding standards of performance in relationship to grading and course content.

Process for Course Approval

All Social Analysis courses must be reviewed to ensure they are designed to meet the category's learning objectives and the University's expectations of rigor. To propose a course, faculty must submit (1) a course syllabus and (2) a course review cover sheet (see attached). Faculty may submit (and the review committee may request) additional materials, such as sample assignments and readings, if needed to complete a thorough review of the course design.

Cover Sheet for Course Review
Social Analysis

A. Learning Objectives for the Social Analysis GE Requirement

Please provide a short paragraph that indicates how the proposed course does the following:

- Applies methods of social analysis from at least one social science discipline to the study of human behavior and experience in economic, political, cultural and/or social settings;
- Teaches students familiarity with a qualitative and/or quantitative social science method and the use of empirical evidence to understand specific social phenomena;
and
- Provides students opportunities to demonstrate an understanding of the interplay between settings human action and organizations, institutions, and/or social and cultural settings.

B. Checklist for Course Design

Please indicate by checking the following boxes that the proposed course meets the specific criteria for Social Analysis courses.

- Requires a total of 12 hours of work weekly by all students;
- Requires roughly 100 pages of reading per week (depending on the difficulty of the reading content);
- Requires students to complete at least one analytical paper or report using social science tools and skills;
- Requires students to complete a minimum of 12-15 pages in written assignments over the course of the semester, exclusive of examinations;
- Requires a final examination in essay format; and
- Requires a mid-term exam in essay format [Note: this is optional but strongly recommended].

C. Other Information

Please include any other information that would be useful in assessing whether the proposed course meets the SA learning objectives and University's expectations of rigor for GE courses.

GE-D. LIFE SCIENCES

Learning Objectives

The underlying goal of all science education is to learn about natural phenomena, and to explore, understand, synthesize, and develop a sharper perception of science's influences and applications to society in the past, present and future.

All USC students should have a basic grasp of scientific methods; to construct models of the natural/living world and to test the validity of these models using empirical evidence. They should have familiarity with many of the major scientific ideas of the modern world. Various forms of research skills characterize different disciplines, but all disciplines seek to foster techniques of research and investigation, analysis and problem-solving, that provides the basis for discovery and validation in their fields. In the sciences, such procedures are at the heart of specific methodologies of discovery and research and provide the means for confirmation and falsification of conjectures and hypotheses. USC students need to understand how data is generated, presented and interpreted and how scientific discovery spurs technology growth and impacts society. A science course at USC will include field, hands-on or laboratory experience in which data are collected, analyzed and interpreted.

The life sciences are broadly defined as courses that examine aspects of living systems, past or present, that provide a scientific understanding of a full range of living systems, from molecules to ecosystems, prokaryotes to humans, past and present.

Most GE instructors at USC are Life and Physical Scientists with active laboratory, model-based and field research programs. The USC GE student gets a window into the research world with such a faculty, has opportunities that extend beyond the classroom, and are given an insider's perspective of cutting-edge research in the sciences.

Guidelines

Understanding the nature of scientific inquiry and the operation of the biological, physical, and technological world is essential for making personal and public policy decisions in a technological society. Courses in Life and Physical Sciences train students to understand the basic concepts and theories of science and the scientific method, with a major emphasis on the impact science has on society and the environment. Students learn about the process and methods underlying scientific inquiry, learn how to obtain accurate experimental results, are trained in the formulation of empirically-testable hypotheses, and then develop a basis for understanding the distinction between unsupported assertions versus conclusions based on sound scientific reasoning. As a result, all students should acquire substantive knowledge in science and technology, understand the processes by which scientists investigate and answer scientific questions, and be able to articulate the basic principles used to explain natural phenomena.

Based on this description, courses should be designed to facilitate the students' ability to do the following:

- Use and understand the scientific method to analyze ideas and obtain knowledge, with particular reference to quantitative methods.
- Appreciate the difference between scientific laws, theories, hypotheses, and speculation.
- Think critically about historical and contemporary issues in science and technology, and how they have and do impact society.
- Draw conclusions from empirical scientific data and be able to logically and clearly communicate experimental results and observations to others.
- Where possible, a section of laboratory or field experience should be required in which students collect, analyze, and then be able to present their data.

What makes a Life Sciences course?

- Courses that deal with living systems may include a broad range of disciplines including: Anthropology, Biomedical Engineering, Biological Sciences, Earth Sciences, Exercise Science, Linguistics, Philosophy, and Psychology.
- These classes may involve field, hands-on, laboratory-based problem solving.
- A life sciences course will explore aspects of biological, evolutionary and/or environmental science with both descriptive and quantitative elements.
- Life sciences classes are placed in the context of research approaches and specifically how USC scientists are contributing to our understanding of living systems.

Requirements for a General Education Laboratory

A laboratory component should have twenty-four hours each semester in which a significant part includes students engaging in "hands-on science". This should involve activities related to the scientific methods of observation and the preparation and testing of hypotheses, including the collection of descriptive or numerical data in the field or laboratory, analysis of data, and the performing of experiments. Some courses may require additional laboratory experiences or field trips, discussion groups and problem solving sessions, or working with faculty in non-classroom settings. At a minimum all hours considered toward a General Education Laboratory must provide students with the opportunity to engage actively in scientific endeavors.

GE-E. PHYSICAL SCIENCES

The underlying goal of all science education is to learn about natural phenomena, and to explore, understand, synthesize, and develop a sharper perception of science's influences and applications to society in the past, present and future.

All USC students should have a basic grasp of scientific methods; to construct models of the natural/living world and to test the validity of these models using empirical evidence. They should have familiarity with many of the major scientific ideas of the modern world. Various forms of research skills characterize different disciplines, but all disciplines seek to foster techniques of research and investigation, analysis and problem-solving, that provides the basis for discovery and validation in their fields. In the sciences, such procedures are at the heart of specific methodologies of discovery and research and provide the means for confirmation and falsification of conjectures and hypotheses. USC students need to understand how data is generated, presented and interpreted and how scientific discovery spurs technology growth and impacts society. A science course at USC will include field, hands-on or laboratory experience in which data are collected, analyzed and interpreted.

The physical sciences deal with analysis of natural phenomena through quantitative description and synthesis. Students will learn to solve scientific problems and to understand the processes by which scientific knowledge is obtained, evaluated and placed in the context of societal relevance.

Most GE instructors at USC are Life and Physical Scientists with active laboratory, model-based and field research programs. The USC GE student gets a window into the research world with such a faculty, has opportunities that extend beyond the classroom, and are given an insider's perspective of cutting-edge research in the sciences.

Guidelines

Understanding the nature of scientific inquiry and the operation of the biological, physical, and technological world is essential for making personal and public policy decisions in a technological society. Courses in Life and Physical Sciences train students to understand the basic concepts and theories of science and the scientific method, with a major emphasis on the impact science has on society and the environment. Students learn about the process and methods underlying scientific inquiry, learn how to obtain accurate experimental results, are trained in the formulation of empirically-testable hypotheses, and then develop a basis for understanding the distinction between unsupported assertions versus conclusions based on sound scientific reasoning. As a result, all students should acquire substantive knowledge in science and technology, understand the processes by which scientists investigate and answer scientific questions, and be able to articulate the basic principles used to explain natural phenomena.

Based on this description, courses should be designed to facilitate the students' ability to do the following:

- Use and understand the scientific method to analyze ideas and obtain knowledge, with particular reference to quantitative methods.
- Appreciate the difference between scientific laws, theories, hypotheses, and speculation.
- Think critically about historical and contemporary issues in science and technology, and how they have and do impact society.
- Draw conclusions from empirical scientific data and be able to logically and clearly communicate experimental results and observations to others.
- Where possible, a section of laboratory or field experience should be required in which students collect, analyze, and then be able to present their data.

What makes a Physical Sciences course?

- These courses deal with the natural world, typically defined by courses in Chemistry, Earth Sciences, Physics/Astronomy.
- These classes all involve field-work and/or laboratory-based problem solving.
- Physical science understanding is placed in the context of research approaches and specifically how USC scientists are contributing to our understanding of the physical world.

Requirements for a General Education Laboratory

A laboratory component should have twenty-four hours each semester in which a significant part includes students engaging in "hands-on science". This should involve activities related to the scientific methods of observation and the preparation and testing of hypotheses, including the collection of descriptive or numerical data in the field or laboratory, analysis of data, and the performing of experiments. Some courses may require additional laboratory experiences or field trips, discussion groups and problem solving sessions, or working with faculty in non-classroom settings. At a minimum all hours considered toward a General Education Laboratory must provide students with the opportunity to engage actively in scientific endeavors.

GE-F. QUANTITATIVE REASONING

The Quantitative Reasoning category engages students in the analysis and manipulation of data and information related to quantifiable objects, symbolic elements, or logic in order to help them navigate the complexity and sophistication of the modern world. All Quantitative Reasoning courses, be they formal, abstract, or empirical, are designed to increase the capacity of students to evaluate chains of formal reasoning and to assess the validity of mathematical, logical, or statistical inferences. A course in this category aims to develop one or more of three sets of skills: formal reasoning (the use of formal logic or mathematics), abstract representation (the use or construction of symbolic or diagrammatic representations), and empirical analysis (the use of statistical inference).

Learning Objectives

Critical Thinking: Students will learn how to use a set of formal tools (e.g., logical or statistical inference, probability, or mathematical analysis) to pose and evaluate hypotheses, claims, questions, or problems within a given (formal) mode of thought.

Logical Integrity: Students will be able to understand the logical structure of a given formal system, to distinguish between its assumptions and implications.

Application: Students will be able to identify useful and specific applications of the formal systems they study.

Guidelines

A course in the quantitative reasoning category analyzes, formulates, or employs a mode of thought amenable to symbolic or diagrammatic representation. The objects of inquiry may arise from natural or social phenomena, or from creative or artificial processes that can be modeled formally or analyzed empirically.

All courses should be crafted to meet the following conditions:

1. Through exercises, problem sets, projects, and tests, students must demonstrate proficiency in the three fundamental learning objectives enumerated above:
 - a. critical thinking
 - b. logical integrity, and
 - c. application to appropriate phenomena or processes.
2. An emphasis should be placed on the use of reasoning beyond a straightforward description of processes or events.

3. Where appropriate, opportunities should be afforded students to apply these methods to problems relevant to their own field.
4. The types and balance of student work found in a given course is expected to vary greatly depending upon the discipline and approach, but the volume of work should be equivalent to a mathematics course with weekly problem sets and periodic tests. The emphasis should be placed on regular, evaluated assignments.

Additionally, a course in this category should fall within at least one of three overlapping areas, and should satisfy the enumerated objectives particular to its type:

A. Formal Reasoning

Courses in this area teach students to understand the structure of a logical system and to distinguish between the axioms upon which this system is founded and their implications. A course in this area should help students to gain familiarity with deductive reasoning, to understand the relationship between objects of analysis within the system, as well as to apply this knowledge to analyzing and formulating other problems in this and other areas.

- A1. To understand the structure of a logical system and to be able to distinguish between the axioms upon which a logical system is founded and the implications of such axioms.
- A2. To gain familiarity with deductive reasoning, and minimally to understand the possible relationships (e.g., implication, necessary and sufficient conditions, equality, equivalence) between units of analysis (e.g., propositions, variables), as appropriate to the given logical system.
- A3. To demonstrate the ability to assemble a logical argument formally.

Examples of this area include symbolic and other forms of logic. Many areas of mathematics are also primarily concerned with this area.

B. Abstract Representation

Courses in this area should teach students how to create and use symbolic or diagrammatic representations of natural, social, or artificial processes, systems, or phenomena.

- B1. To understand the components (e.g., assumptions, identities, behavioral equations, notions of static or dynamic equilibrium) and structure of a formal model of a process, system, or phenomenon.
- B2. To gain experience with constructing formal models of complex processes, systems, or phenomena.

- B3. To learn to use formal models to evaluate conditional, predictive, or factual claims about processes, systems, or phenomena.

Examples of this area include certain branches of linguistics and systems analysis, and may also include semiotics, and certain aspects of music theory.

C. Empirical Analysis

Courses in this area should teach students to understand and manipulate quantitative and/or statistical data in order to gain insight into or model a natural or social phenomenon. They should also train students to make useful and rational inferences based on these data and to evaluate their significance. Some of the key objects of learning for courses in this area should include probability, uncertainties, correlations and causation. A course in this area should also help students develop these skills to formulate rational models to understand problems and processes in this and similar areas.

- C1. To understand the use and meaning of summary statistics of data sets.
- C2. To learn how to apply basic axioms of probability to analysis in environments characterized by uncertainty.
- C3. To understand the distinction between causation and correlation.
- C4. To learn how to use methods of statistical inference to answer questions about natural, social, or artificial processes, systems, or phenomena, as well as to evaluate the success of a formal model in characterizing a given process, system, or phenomenon.

Examples of this area include a broad array of statistics courses in a variety of disciplines.

Learning Objectives and Guidelines

GLOBAL PERSPECTIVES

The two requirements in Global Perspectives prepare students to act as socially responsible members of the global community, respectful of the values and traditions of diverse cultures, aware of the structures of power that affect people differently by race, class, gender, and other socially constructed categories, sensitive to the interplay between worldwide problems and specific, local challenges.

Global Perspectives includes two course requirements. The first focuses on the contemporary situation (GE-G), while the second explores some dimensions of the historical cultural context that has given rise to the current global scene (GE-H). While no course can meet all of these objectives, these requirements should help students appreciate the dynamics at work in complex global issues and their varying local forms.

Students must complete one course from each of these two lists. A course can be listed for only one Global Perspective and one of the Core Literacy categories.

Courses approved for the GE-G and GE-H categories are expected to require that students do a substantial amount of weekly reading (circa 100 pages), and a significant component of writing (a minimum of 15 pages of essay form work) in the course of the semester. Syllabi submitted to the GE-G and GE-H categories should indicate clearly when these assignments of reading and writing are required during the course.

GE-G. GLOBAL PERSPECTIVES: EQUITY IN A DIVERSE WORLD

As of Fall 2023, the title and description of this requirement have changed.

Courses in this category enhance understanding of citizenship and moral agency in today's increasingly global society, exploring differences and similarities across diverse communities and cultures. Within its particular context, each course considers how the dynamics of race, class, gender, sexuality, religion, ethnicity, tribal and/or national identity have led to conflicts, violence, inequality or domination around the world and in the contemporary United States.

In an ever-connected world, today's leaders must develop a range of cultural literacies. The courses in this category develop such literacies by foregrounding the experiences of marginalized groups in U.S. history and around the world. Relevant issues include systemic racism, sexism, dis/ability, religious intolerance, and other forms of discriminatory power relations.

The particular focus of each course may vary by discipline, but attention to social relations between cultural groups should comprise at least one third of the weekly schedule, including at least two dimensions of difference across social groups. At least one significant assignment should require students to engage these dynamics as they shape the contemporary situation of the culture/s examined.

While these conflicts occur in every society where different groups of people come together, USC is an American university and each course must include some attention to the contemporary United States. Students should not think these issues are relevant only for people living long ago and far away. Each course should also include some attention to the international context.

Courses that meet this requirement may cover a diverse range of issues, such as political, legal, ethical, or cultural aspects of the U.S. and other societies in a global context. They can draw upon various disciplinary perspectives or methods, such as political, social or economic analyses, moral philosophy and social justice, cultural studies, and critical theory. However, all courses must engage questions of social responsibility, equity, and citizenship confronting political, social, legal, or economic institutions during the present global era.

Learning Objectives

Upon completion of their Equity in a Diverse World course, students should be able to:

- Identify social, political, economic, and/or cultural forces in the U.S. and around the world that have led to present day conflicts and efforts to resolve them.
- Identify and critically analyze the causes and/or consequences of those forces.
- Articulate a coherent understanding of the role/s that race, class, gender, sexuality, religion, ethnicity, tribal and/or national identity have played in establishing institutions that perpetuate inequality among different groups of people.
- Articulate an understanding of historical examples wherein previously marginalized groups have been successful in gaining access to a broader array of rights, along with an understanding of the philosophical and rhetorical arguments, and accompanying societal shifts, that allowed for that progress.
- Articulate a definition of globalization/globalism and offer a critical analysis of its impact on human life in the U.S. and around the world.
- Articulate a definition of citizenship and offer a critical analysis of its accessibility and importance as it varies in both U.S. and global societies.
- Offer informed contributions to debates about how to improve the quality of life in the U.S. and around the world.

Guidelines

Courses approved for the GE-G requirement:

- Should expect students to do a substantial amount of reading (about 100 pages a week) and

- A substantial component of writing (at least 15 pages of analytic, essay-form work, exclusive of examinations) over the semester.
- At least one third of the weekly schedule should include attention to inter-group conflicts, including at least two dimensions of difference as articulated above.
- At least one significant writing assignment should require students to engage questions of equity as they have shaped the contemporary situation of the culture/s examined.
- Syllabi submitted for approval should indicate clearly when these assignments of reading and writing are required during the course.
- Each course must also include some attention to both the U.S. and international contexts, though a course may focus primarily on one or the other. At least one week of the course should address the context not otherwise covered in the syllabus.

GE-H. GLOBAL PERSPECTIVES: TRADITIONS AND HISTORICAL FOUNDATIONS

Courses in this area examine the historical and cultural foundations of contemporary and past societies by studying enduring and influential literary, political, economic, philosophical, legal, ethical or religious traditions. Courses can examine multiple aspects of a single culture (for example, the literary and philosophical heritage of classical Greece or imperial China) or can trace the development of a fundamental idea or tradition across multiple cultures (for example, the attitude toward the natural world or the definition of a warrior).

Learning Objectives

Upon the completion of their Traditions and Historical Foundations course, students should:

- Be familiar with the history of a significant cultural tradition, practice, institution, or idea.
- Understand the historical transmission of such traditions, practices, institutions, and/or ideas within a significant cultural tradition.
- Be familiar with the significant writers, artists, practitioners, thinkers, groups, and/or leaders within such a history.
- Be able to analyze the significant texts that are part of such a history.
- Understand the continuity between the past examples of a tradition and their later manifestations.

Guidelines

Courses in this category should normally:

- Cover materials from a substantially long period that includes both originating works and institutions as well as later works influenced by them.
- Require students to study primary sources.
- Address the ways in which new cultural and historical contexts affect the development of ideas, cultural practices, institutions, etc.
- Explore the different perspectives by which works and ideas have been analyzed in different eras or in different countries and cultural contexts.

General Education Seminars

GESM 110 or 111 Seminar in the Arts

The multifaceted history of the creative act, its analysis, production, and context as a representation of human experience. (Satisfies GE-A, The Arts)

GESM 120 or 121 Seminar in Humanistic Inquiry

Interpretation and analysis of works of the imagination, exploring language, thought, and cultural traditions in relation to one another. (Satisfies GE-B, Humanistic Inquiry)

GESM 130 or 131 Seminar in Social Analysis

Individual and collective human action as it shapes and is shaped by economic organizations, political institutions, and broad social and cultural settings. (Satisfies GE-C, Social Analysis)

GESM 140 or 141 Seminar in the Life Sciences

Scientific understanding of a full range of living systems from molecules to ecosystems, prokaryotes to humans, past and present. (Satisfied GE-D, Life Sciences)

GESM 150 or 151 Seminar in the Physical Sciences

Analysis of natural phenomenon through quantitative description and synthesis; the processes by which scientific knowledge is obtained, evaluated, and placed in social context. (Satisfies GE-E, Physical Sciences)

GESM 160 or 161 Seminar in Quantitative Reasoning

Analysis and manipulation of data and information related to quantifiable objects, symbolic elements, or logic; formal reasoning, abstract representation, and empirical analysis. (Satisfied GE-F, Quantitative Reasoning)

No GE Seminars are offered to satisfy the Global Perspectives requirements, GE-G or GE-H.

Note on Numbering

General Education Seminars (GESM classes) numbered 110, 120, 130, 140, 150, and 160 are offered by Dornsife College of Letters, Arts and Sciences; those numbered 111, 121, 131, 141, 151, and 161 are offered by the USC professional schools. The content, learning objectives, and requirements should be the same for classes sharing a common title.

General Education Seminars (GESM) Template

USC requires all incoming freshmen to enroll in a General Education Seminar during their first year at the University. These courses are limited to 19 incoming undergraduates and earn credit in one of the six Core Literacies of the General Education Program. General Education Seminars are identified with the GESM prefix and a number indicating which category requirement each class fulfills, according to the following list:

GESM 110/1	Seminar in the Arts	Satisfies GE-A, The Arts
GESM 120/1	Seminar in Humanistic Inquiry	Satisfies GE-B, Humanistic Inquiry
GESM 130/1	Seminar in Social Analysis	Satisfies GE-C, Social Analysis
GESM 140/1	Seminar in the Life Sciences	Satisfies GE-D, Life Sciences
GESM 150/1	Seminar in the Physical Sciences	Satisfies GE-E, Physical Sciences
GESM 160/1	Seminar in Quantitative Reasoning	Satisfies GE-F, Quantitative Reasoning

COURSE REQUIREMENTS FOR GESM 110 or 111, SEMINAR IN THE ARTS:

Like all courses in the Arts category of the General Education program, GESM 110 Seminars aim to provide holistic engagement with the essential body of knowledge in each discipline, which may differ among classes offered by the Schools of Architecture, Cinematic Arts, Dance, Dramatic Arts, Fine Arts, Music, and the Dornsife College of Letters, Arts and Sciences. To maintain a similar degree of rigor, all sections of GESM 110 will meet the following standards:

1. Each course will contain at least four of the five Learning Objectives ascribed to the Arts category, which are: Analysis, Making, Connectivity Context and Engagement.
2. Research and study will focus on primary sources, and their cultural context.
3. Each course will have a reading requirement appropriate to a four unit course and to the type of material being discussed: for example, about 150-200 pages of fiction per week, or one Shakespeare play, or 100-120 pages of contextual material, taking into account other viewing or creative assignments that take place out of class time.
4. In addition to the course examinations, there must be at least three graded assignments, two of which must involve critical/analytical writing.
5. Examinations are not to be considered an assignment. All examinations will be in an essay format, and a written examination must also be required if a creative project is a final course requirement. Creative projects must be accompanied by some form of critical commentary or analysis.

General Education Seminars (GESM) Template

USC requires all incoming freshmen to enroll in a General Education Seminar during their first year at the University. These courses are limited to 19 incoming undergraduates and earn credit in one of the six Core Literacies of the General Education Program. General Education Seminars are identified with the GESM prefix and a number indicating which category requirement each class fulfills, according to the following list:

GESM 110/1	Seminar in the Arts	Satisfies GE-A, The Arts
GESM 120/1	Seminar in Humanistic Inquiry	Satisfies GE-B, Humanistic Inquiry
GESM 130/1	Seminar in Social Analysis	Satisfies GE-C, Social Analysis
GESM 140/1	Seminar in the Life Sciences	Satisfies GE-D, Life Sciences
GESM 150/1	Seminar in the Physical Sciences	Satisfies GE-E, Physical Sciences
GESM 160/1	Seminar in Quantitative Reasoning	Satisfies GE-F, Quantitative Reasoning

COURSE REQUIREMENTS FOR GESM 120 or 121, SEMINAR IN HUMANISTIC INQUIRY:

Like all course in this category, GE Seminars should address important questions about the human condition, creative achievements of the mind, or influential and long lasting actions or events in human history. Classes can be taught from a particular disciplinary perspective but must be addressed to a non-specialized audience, and course materials should not presuppose prior familiarity with the discipline in question.

- Courses must engage with topics discussed at reasonable depth and rigor and cover a wide range of topics within their subject matter. A single-author focus is permissible, as long as the single author in question has had a foundational impact on the relevant field, reflected in the work of subsequent authors and/or contextualized in the work of contemporaries.
- Courses in this category should encourage students to develop tools for independent critical thinking, while maintaining high standards of analytical and scholarly rigor.
- Courses in this category should utilize primary sources of scholarship, employing significant textual resources that students would need to understand and critically analyze. The use of secondary literature should be minimal.

In addition, courses in this category must meet the following requirements:

- All courses must include at least one significant written assignment during the term plus a final written assignment, and are strongly encouraged to include a midterm exam as well. All sections should require at least fifteen pages of out-of-class analytical writing, exclusive of examinations.
- All classes must require a reasonable amount of reading, depending on the difficulty of the texts. A hundred pages of fiction each week has been the general expectation.

General Education Seminars (GESM) Template

USC requires all incoming freshmen to enroll in a General Education Seminar during their first year at the University. These courses are limited to 19 incoming undergraduates and earn credit in one of the six Core Literacies of the General Education Program. General Education Seminars are identified with the GESM prefix and a number indicating which category requirement each class fulfills, according to the following list:

GESM 110/1	Seminar in the Arts	Satisfies GE-A, The Arts
GESM 120/1	Seminar in Humanistic Inquiry	Satisfies GE-B, Humanistic Inquiry
GESM 130/1	Seminar in Social Analysis	Satisfies GE-C, Social Analysis
GESM 140/1	Seminar in the Life Sciences	Satisfies GE-D, Life Sciences
GESM 150/1	Seminar in the Physical Sciences	Satisfies GE-E, Physical Sciences
GESM 160/1	Seminar in Quantitative Reasoning	Satisfies GE-F, Quantitative Reasoning

COURSE REQUIREMENTS FOR GESM 130 or 131, SEMINAR IN SOCIAL ANALYSIS:

Like all courses in the Social Analysis category, all sections of GESM 130 provide students with a rigorous intellectual experience with high academic expectations and demanding standards of performance in relationship to grading and course content.

Some courses will take an explicitly problem-driven approach, exploring a specific social issue, rather than having a single disciplinary focus. However, all courses must be designed to meet the category's learning objectives. After completing this requirement students will be able to:

- Apply methods of social analysis from at least one social science discipline to the study of human behavior and experience in economic, political, cultural and/or social settings;
- Understand the nature of empirical evidence and assess the usefulness of qualitative and/or quantitative evidence in explaining specific social phenomena; and
- Demonstrate an understanding of the interplay between human action and organizations, institutions, and/or social and cultural settings.

In addition, GESM 130 and 131 Seminars require:

- A total of 12 hours of work weekly by all students.
- A minimum of 12-15 pages in written assignments over the course of the semester, exclusive of examinations.
- A final examination. A midterm examination is strongly recommended. All examinations are expected to be in essay format as opposed to true/false or multiple choice formats.

- Roughly 100 pages of reading per week, although the number of pages may vary with the difficulty of the reading content.
- All courses must require that students complete at least one analytical paper or report using social science tools and skills.
- Courses are required to take a social analytic approach, roughly reflecting the idea of social science as the study of society through the examination of how people behave and influence the world.
- Courses will come primarily, but not solely, from Dornsife departments and USC professional schools employing social science expertise; drawing on disciplines such as anthropology, economics, geography, history, political science, psychology, and sociology.
- Like all courses proposed for credit in GE-C Social Analysis, GE Seminars proposed for this requirement must include a cover sheet incorporated into a single Word or pdf document with the class description. This cover sheet was designed by reviewers for this requirement and is intended to remind proposers of the criteria that will be used in determining the appropriateness of the class for the category.

General Education Seminars (GESM) Template

USC requires all incoming freshmen to enroll in a General Education Seminar during their first year at the University. These courses are limited to 19 incoming undergraduates and earn credit in one of the six Core Literacies of the General Education Program. General Education Seminars are identified with the GESM prefix and a number indicating which category requirement each class fulfills, according to the following list:

GESM 110/1	Seminar in the Arts	Satisfies GE-A, The Arts
GESM 120/1	Seminar in Humanistic Inquiry	Satisfies GE-B, Humanistic Inquiry
GESM 130/1	Seminar in Social Analysis	Satisfies GE-C, Social Analysis
GESM 140/1	Seminar in the Life Sciences	Satisfies GE-D, Life Sciences
GESM 150/1	Seminar in the Physical Sciences	Satisfies GE-E, Physical Sciences
GESM 160/1	Seminar in Quantitative Reasoning	Satisfies GE-F, Quantitative Reasoning

COURSE REQUIREMENTS FOR GESM 140 or 141, SEMINAR IN THE LIFE SCIENCES:

All courses in Life Sciences train students in understanding the basic concepts and theories of science and scientific methods, with emphasis on the impact of science and technology on society, health, and the environment. Students should acquire substantive knowledge in science and technology, understand how scientists investigate scientific questions, and be able to articulate basic principles that explain natural phenomena.

GE Seminars in the Life Sciences should facilitate the students' ability to:

- Use and understand scientific methods to analyze ideas and obtain and interpret data, with particular reference to quantitative methods.
- Appreciate the differences between scientific laws, theories, hypotheses, and speculation.
- Think critically about historical and contemporary issues in science and technology, and how they impact society.
- Clearly communicate scientific findings to culturally diverse audiences.

GE Seminars in Life Sciences explore aspects of biological and/or environmental science with both descriptive and quantitative approaches. These classes develop a broad context of research approaches to our understanding of living systems, and may involve field, hands-on, and laboratory-based problem solving, but separate laboratory sections are not required.

General Education Seminars (GESM) Template

USC requires all incoming freshmen to enroll in a General Education Seminar during their first year at the University. These courses are limited to 19 incoming undergraduates and earn credit in one of the six Core Literacies of the General Education Program. General Education Seminars are identified with the GESM prefix and a number indicating which category requirement each class fulfills, according to the following list:

GESM 110/1	Seminar in the Arts	Satisfies GE-A, The Arts
GESM 120/1	Seminar in Humanistic Inquiry	Satisfies GE-B, Humanistic Inquiry
GESM 130/1	Seminar in Social Analysis	Satisfies GE-C, Social Analysis
GESM 140/1	Seminar in the Life Sciences	Satisfies GE-D, Life Sciences
GESM 150/1	Seminar in the Physical Sciences	Satisfies GE-E, Physical Sciences
GESM 160/1	Seminar in Quantitative Reasoning	Satisfies GE-F, Quantitative Reasoning

COURSE REQUIREMENTS FOR GESM 150 or 151, SEMINAR IN THE PHYSICAL SCIENCES:

The physical sciences deal with analysis of natural phenomena through quantitative description and synthesis. Students learn to solve scientific problems and to understand the processes by which scientific knowledge is obtained, evaluated and placed in the context of societal relevance.

GE Seminars in Physical Sciences train students to understand the basic concepts and theories of science and the scientific method, with a major emphasis on the impact science has on society and the environment. Students learn about the process and methods underlying scientific inquiry and how to obtain accurate experimental results; they are trained in formulating empirically-testable hypotheses and develop a basis for understanding the distinction between unsupported assertions versus conclusions based on sound scientific reasoning. As a result, all students should acquire substantive knowledge in science and technology, understand the processes by which scientists investigate and answer scientific questions, and be able to articulate the basic principles used to explain natural phenomena.

All GE Seminars in Physical Sciences facilitate the students' ability to:

- Use and understand the scientific method to analyze ideas and obtain knowledge, with particular reference to quantitative methods.
- Appreciate the difference between scientific laws, theories, hypotheses, and speculation.
- Think critically about historical and contemporary issues in science and technology, and how they have and do impact society.

- Draw conclusions from empirical scientific data and communicate logically and clearly experimental results and observations to others.
- Place scientific results, strategies and initiatives in the context of useful societal outcomes.

A section of laboratory or field experience is required for all GESM 150 and 151 classes, in which students collect, analyze, interpret and present their data.

General Education Seminars (GESM) Template

USC requires all incoming freshmen to enroll in a General Education Seminar during their first year at the University. These courses are limited to 19 incoming undergraduates and earn credit in one of the six Core Literacies of the General Education Program. General Education Seminars are identified with the GESM prefix and a number indicating which category requirement each class fulfills, according to the following list:

GESM 110/1	Seminar in the Arts	Satisfies GE-A, The Arts
GESM 120/1	Seminar in Humanistic Inquiry	Satisfies GE-B, Humanistic Inquiry
GESM 130/1	Seminar in Social Analysis	Satisfies GE-C, Social Analysis
GESM 140/1	Seminar in the Life Sciences	Satisfies GE-D, Life Sciences
GESM 150/1	Seminar in the Physical Sciences	Satisfies GE-E, Physical Sciences
GESM 160/1	Seminar in Quantitative Reasoning	Satisfies GE-F, Quantitative Reasoning

COURSE REQUIREMENTS FOR GESM 160 or 161, SEMINAR IN QUANTITATIVE REASONING:

All General Education Seminars that meet the Quantitative Reasoning requirement respect the following guidelines:

All courses in this category analyze, formulate, or employ a mode of thought amenable to symbolic or diagrammatic representation. The objects of inquiry may arise from natural or social phenomena, or from creative or artificial processes that can be modeled formally or analyzed empirically. All courses should be crafted to meet the following conditions:

1. Through exercises, problem sets, projects, presentations, and tests, students must demonstrate proficiency in the three fundamental learning objectives identified above:
 - a. critical thinking
 - b. logical integrity, and
 - c. application to appropriate phenomena or processes.
2. An emphasis should be placed on the use of reasoning beyond a straightforward description of processes or events.
3. Where appropriate, opportunities should be afforded students to apply these methods to problems relevant to their own field.
4. The types and balance of student work found in a given course is expected to vary greatly depending upon the discipline and approach, but the volume of work should be equivalent to a mathematics course with weekly problem sets and periodic tests. The emphasis should be placed on regular, evaluated assignments.

Additionally, a course in this category should fall within at least one of three overlapping areas, and should satisfy the enumerated objectives particular to its type:

Formal Reasoning

Courses in this area should aim to teach students to understand the structure of a logical system and to distinguish between the axioms upon which this system is founded and their implications. A course in this area should help students to gain familiarity with deductive reasoning, to understand the relationship between objects of analysis within the system, as well as to apply this knowledge to analyzing and formulating other problems in this and other areas. Examples of this area include symbolic and other forms of logic. Many areas of mathematics are also primarily concerned with this area.

Abstract Representation

Courses in this area should teach students how to create and use symbolic or diagrammatic representations of natural, social, or artificial processes, systems, or phenomena. Students learn to understand the components and structure of a formal model of a process, system, or phenomenon; to gain experience with constructing formal models of complex processes, systems, or phenomena; and to use formal models to evaluate conditional, predictive, or factual claims about processes, systems, or phenomena. Examples of this area include certain branches of linguistics and systems analysis, and may also include semiotics, and certain aspects of music theory.

Empirical Analysis

Courses in this area should teach students to understand and manipulate quantitative and/or statistical data in order to gain insight into or model a natural or social phenomenon. They should also train students to make useful and rational inferences based on these data and to evaluate their significance. Some of the key objects of learning for courses in this area should include probability, uncertainties, correlations and causation. A course in this area should also help students develop these skills to formulate rational models to understand problems and processes in this and similar areas. Examples of this area include a broad array of statistics courses in a variety of disciplines.