

***SOCIAL SCIENCE
SUBJECT MATTER PREPARATION PROGRAM
FOR SECONDARY SCHOOL TEACHERS***

UNDERGRADUATE STUDENT ADVISING HANDBOOK

***UNIVERSITY OF CALIFORNIA, RIVERSIDE
COLLEGE
OF
HUMANITIES, ARTS AND SOCIAL SCIENCES/
SCHOOL OF EDUCATION
TEACHER EDUCATION SERVICES***

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General Information

This student advising handbook is designed to guide you as you complete UCR's California Commission on Teacher Preparation-approved Social Science Subject Matter Preparation Program for secondary school teachers.

California students interested in the teaching profession must prove academic proficiency. This may be achieved by one of two options: 1) by examinations (social science single subject assessment tests and the single subject assessment for teachers), or 2) by completing an undergraduate program that encompasses the requirements of the California Social Science framework in the areas of world history, United States history, geography, political science, economics and the behavioral sciences. As you pursue this program, focus will be on: development of your philosophical stance toward knowledge and teaching, the nature of subject matter; integration of disciplines; individual differences (culture, ethnicity, gender); and technology. Appropriate field experiences will be part of this academic experience.

To qualify for the subject matter preparation program, you must do two things:

1. Required subjects of study. Participants will take the Social Science matter program required subjects (see the list of courses in the student guidebook). This will mean distributing some of your breadth requirements differently and taking a few additional courses. Your adviser will help you select courses and keep your worksheet up to date as you enroll each quarter.
2. Educational experiences. You must build a portfolio of your educational experiences relevant to the standard set for the subject matter program. Familiarize yourself now with the standards contained in the portfolio, and begin using your portfolio to keep a log of courses you take. You can take additional pages to describe and evaluate your experiences in these courses.

The student in the program takes the prescribed classes, maintains a portfolio of educational experiences and does field experience. Portfolio assessment occurs each year of the program. Portfolio entries are submitted to the faculty adviser/program coordinator/designated representative each year. Additionally, portfolio assessment occurs in Education 101, section 2 (Academic Disciplines and Professional Education) to assure an understanding of how a scholar becomes a teacher.

Field experiences are covered in a broad spectrum of exposures (Education 100B, Tutorial Teaching: Professional Development and Education 109, Multicultural Education in the American School; Education 174, Reading and Writing in the Content Area). Enrollment in Education 101, Section 2 occurs once one field experience has been done.

If you are a prospective transfer student, you may begin the program with the help of your community college counselor. Use this handbook to assist you. Upon admission to UCR be sure to indicate your interest in completing the professional preparation program so that you may connect with the appropriate person in the College of Humanities, Arts and Social Sciences or the academic department. The School of Education Teacher Education Services credential advisor can also help direct you to the appropriate person.

Worksheet and Portfolio Information

The worksheet is for your use. Check quarterly with your academic adviser as you progress in the program. You will maintain a close relationship with your departmental adviser and Teacher Education Services office. A checklist is maintained by you and by your adviser. You must receive a grade of C-, S, or better in each course you complete (please note: admission to UCR's professional teacher education preparation program requires a 3.0 GPA).

Upon completion of this program, a Social Science Subject Matter Program Certificate of Completion is signed by your academic department adviser, i.e., Anthropology, Economics, Ethnic Studies, History, Political Science, Religious Studies, Sociology, Women's Studies. The certificate will be counter signed by the UCR credential analyst or assistant to the director of teacher education and the History Department Chair.

The following pages will give you an overview of Education 101, Section 2 and portfolio guidelines.

The Portfolio of Educational Experiences will cover:

Evidence of subject matter knowledge in the core, breadth and education requirements

Standards 1, 2, 3,4, 5, 6, 7, 8, 9, 10, 11 are addressed specifically. Students will reflect on undergraduate coursework; and shall gather evidence to support knowledge and understanding of the standard.

Field Experiences

Upon completion of social science subject matter preparation Program, approximately 70+ hours will be spent in the secondary public school classroom.

UCR ACADEMIC DEPARTMENT WORKSHEET

Curriculum of Required Studies

Core Courses

Breadth and Perspective Courses

Education Courses

Social Science Subject Matter Program

Anthropology Major

Core Requirements

Breadth Requirements

Education Courses

**Social Science Subject Matter Choices for Anthropology Major
(Relates to Section 9 of the Anthropology Worksheet)**

		Select one (1) World Anthropology course:
104	*	<i>Human Social Organization</i>
105	*	<i>Organizations as Cultural Systems</i>
107	*	<i>Evolution of the Capacity for Culture</i>
118		<i>Origins of Cities</i>
124		<i>Ritual and Religion</i>
		Select one (1) African/Asian/Latin American Anthropology course:
109		<i>Women, Politics and Social Movements: Global Perspectives</i>
117A		<i>History of Old World Archaeology</i>
128		<i>Performing Arts of Asia</i>
140G	*	<i>Anthropological Perspectives in Africa</i>
176		<i>Music Cultures of Southeast Asia</i>
168		<i>Caribbean Culture and Society</i>
186		<i>People and the Environment in Latin America</i>
		Select one (1) United States Anthropology course:
115E		<i>North American Prehistory</i>
115T		<i>Prehistory of the Southwest</i>
140-O	*	<i>Anthropology of Mexicans of the Southwest United States</i>
		Select one (1) United States Multicultural course:
		<i>Education 109 Multicultural Education in the American School</i>
		Select one (1) California Anthropology course:
115M		<i>Prehistory of California</i>
		Select one (1) Language/Culture/Arts/Science/Technology Anthropology course:
120	*	<i>Language and Culture</i>
121	*	<i>Anthropological Theories of the Arts</i>
123	*	<i>Linguistic Anthropology</i>
130	*	<i>Cross-Cultural Perspectives on Dance</i>
135		<i>Nutritional Anthropology</i>
157		<i>Methods of Biological Anthropology</i>
177	*	<i>Music and Gender in Cross-Cultural Perspective</i>
181Z		<i>Classification, Computers and Knowledge</i>

***Clad Applicable**

**CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER
PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN: ANTHROPOLOGY**

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units</i>
			1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900</i> or	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A-17B Introduction To U.S. History</i>	4-4
_____	_____	_____	<i>HISA 138 California History</i>	4
			2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
			3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomics</i>	4
			4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth's Dynamic Surface</i>	4
			5. Behavioral Sciences:	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
			6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women's Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language, Literature and Culture</i>	4
			7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
			8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
			9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division Anthropology courses</i>	
_____	_____	_____	<i>One world Anthropology course</i>	
_____	_____	_____	<i>One African or Asian Anthropology course</i>	
_____	_____	_____	<i>One U. S. Anthropology course</i>	
_____	_____	_____	<i>One California Anthropology course</i>	
_____	_____	_____	<i>One Anthropology course</i>	
_____	_____	_____	<i>One Anthropology course</i>	

Social Science Subject Matter Program

Economics Major

Core Requirements

Breadth Requirements

Education Courses

Social Science Subject Matter Choices for Economics Major
(Relates to Section 9 of the Economics Worksheet)

	Select one (1) World Economics course:
115	<i>Marxian Political Economy</i>
116	<i>Foundations of Political Economy</i>
175	<i>Comparative Economic Systems</i>
180	<i>Transition from Capitalism to Socialism</i>
182	<i>Trade, Globalization and Development</i>
183	<i>Economic Development Under Alternative Systems</i>
	Select one (1) United States Economics course:
118	<i>The Contemporary United States Economy</i>
123	<i>American Economic History</i>
	Select one (1) United States Multicultural course:
109	<i>Multicultural Education in the American School</i>
	Select one (1) Latin American Economics course:
113	<i>The Political Economy of Latin America</i>
185	<i>Economic Development in Latin America</i>
	Select one (1) African or Asian Economics course:
	<i>The Chinese Economy</i>
	Select one (1) Theory/Philosophy/History/Women/Population
102A	<i>Microeconomic Theory</i>
103A	<i>Macroeconomic Theory</i>
117	<i>Economics and Philosophy</i>
120	<i>The Great Economists</i>
125	<i>History of Economic Thought</i>
155	<i>Women's Labor and the Economy</i>
156	<i>Population Dynamics and Economics</i>

CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN: ECONOMICS

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units:</i>
_____	_____	_____	1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900 or</i>	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A: Introduction To U.S. History</i>	4
_____	_____	_____	<i>History 17B: Introduction to U.S. History</i>	4
_____	_____	_____	<i>HISA 138: California History</i>	4
_____	_____	_____	2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
_____	_____	_____	3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomics</i>	4
_____	_____	_____	4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth's Dynamic Surface</i>	4
_____	_____	_____	5. Behavioral Sciences:	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
_____	_____	_____	6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women's Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language, Literature And Culture</i>	4
_____	_____	_____	7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
_____	_____	_____	8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
_____	_____	_____	9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division Economics Courses:</i>	
_____	_____	_____	<i>One World Economics course</i>	
_____	_____	_____	<i>One United States Economics course</i>	
_____	_____	_____	<i>One Latin American Economics course</i>	
_____	_____	_____	<i>One African or Asian Economics course</i>	
_____	_____	_____	<i>One Economics course</i>	
_____	_____	_____	<i>One Economics course</i>	

Social Science Subject Matter Program

Ethnic Studies Major

Core Requirements

Breadth Requirements

Social Science Subject Matter Choices for Ethnic Studies Major
(Relates to Section 9 of the Ethnic Studies Worksheet)

	Select one (1) United States Ethnic Studies course:
100	<i>Race and Ethnicity in a Comparative Perspective</i>
131	<i>Race, Class and Gender</i>
	Select one (1) United States Multicultural course:
Educ 109	<i>Multicultural Education in the American School</i>
	Select one (1) African American Ethnic Studies course:
104	<i>Introduction to African Civilization</i>
105	<i>History of Black Americans</i>
107	<i>Blacks in America: Assimilation vs. Separation</i>
112	<i>The Civil Rights Movement: 1950 - 1970</i>
113	<i>African American Woman</i>
117	<i>Themes and Topics in African History</i>
118	<i>Music Cultures of Africa</i>
173	<i>Black Art in America</i>
	Select one (1) Asian American Ethnic Studies course:
106	<i>Theory in Asian American Studies</i>
133	<i>Asian Diaspora: Historical, Contemporary & Comparative Perspective</i>
137	<i>The Vietnamese Americans: The Refugee and Immigration Experience</i>
138	<i>Asian American People through their Literature</i>
140	<i>Asian American Women</i>
143A	<i>Filipino American History: Pre 1898 – 1941</i>
143B	<i>Filipino American History: 1941 to the Present</i>
143C	<i>Filipino Social Movements</i>
150	<i>Asian American Family and Culture</i>
172	<i>Music Cultures of Southeast Asia</i>
	Select one (1) Chicano Ethnic Studies course:
114	<i>Contemporary Latin Writing in the United States</i>
122	<i>Family, Sex Role and the Chicano</i>
123	<i>Chicano Politics in Comparative Perspective</i>
124	<i>The Chicana</i>
148	<i>Caribbean Culture and Society</i>
146	<i>Educational Perspective on the Chicano</i>
153	<i>Contemporary Latin American and Chicano Novels</i>
164	<i>Personality Development in Chicano Children</i>
	Select one (1) Native American Ethnic Studies course:
116	<i>Disease, Death and Survival in the Native American Experience</i>
120	<i>Contemporary Native American Literature</i>
144	<i>Race and Ethnicity in Hawaii</i>
157	<i>Native American Diaspora</i>
158	<i>Roots of American Indian Tradition</i>
180	<i>California Indian History</i>
181	<i>Southwestern Indian History</i>
182	<i>Northwestern Indian History</i>
183	<i>Native American Oral Literature</i>
184	<i>American Indian Policy in the 20th Century</i>

All Ethnic Studies courses are Clad Applicable

CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN:ETHNIC STUDIES

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units</i>
_____	_____	_____	1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900 or</i>	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A: Introduction To U.S. History</i>	4
_____	_____	_____	<i>History 17B: Introduction to U.S. History</i>	4
_____	_____	_____	<i>HISA 138: California History</i>	4
_____	_____	_____	2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
_____	_____	_____	3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomics</i>	4
_____	_____	_____	4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth's Dynamic Surface</i>	4
_____	_____	_____	5. Behavioral Sciences:	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
_____	_____	_____	6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women's Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language, Literature and Culture</i>	4
_____	_____	_____	7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
_____	_____	_____	8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
_____	_____	_____	9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division Ethnic Studies courses</i>	
_____	_____	_____	<i>One United States Ethnic Studies course</i>	
_____	_____	_____	<i>One United States Ethnic Studies course</i>	
_____	_____	_____	<i>One African American Ethnic Studies course</i>	
_____	_____	_____	<i>One Asian American Ethnic Studies course</i>	
_____	_____	_____	<i>One Chicano Ethnic Studies course</i>	
_____	_____	_____	<i>One Native American Ethnic Studies course</i>	

Social Science Subject Matter Program

History Major

Core Requirements

Breadth Requirements

**Social Science Subject Matter Choices for History Major
(Relates to Section 9 of the History Worksheet)**

	Select one (1) Ancient and Medieval History course:
HIST 103	<i>Science from Antiquity to Copernicus</i>
HIST 107	<i>Myth and Science in Antiquity</i>
HIST 108	<i>Technology and Pre Modern Civilization</i>
HISE 110	<i>Ancient Historians</i>
HISE 111	<i>Ancient Greece from the Bronze Age to the Persian Wars</i>
	Select one (1) European History course:
HISE 15	<i>The Roman Republic</i>
HISE 131	<i>The Renaissance</i>
HISE 132	<i>The Reformation</i>
HISE 135	<i>Absolutism and Enlightenment</i>
HISE 136	<i>The Age of Revolution</i>
HISE 153	<i>History of the Common Law</i>
	Select one (1) United States History course:
HISA 110A	<i>Colonial America</i>
HISA 113	<i>Slavery and the Old South</i>
HISA 114	<i>The American Civil War</i>
HISA 116	<i>The United States, 1877 – 1914</i>
HISA 117A	<i>United States 1914 to 1945</i>
HISA 117B	<i>American Thought in the 20th Century</i>
HISA 118	<i>The Supreme Court and the Constitution</i>
HISA 122A	<i>History of Religion in America</i>
HISA 135	<i>The Civil Rights Movement: 1950 – 1970</i>
HISA 137	<i>The American West</i>
HISA 143 *	<i>Native American Oral Literature</i>
HISA 144E-Z *	<i>Topics in Native American History</i>
	Select one (1) United States Multicultural course:
EDUC 109	<i>Multicultural Education in the American School</i>
	Select one (1) Latin American History course:
HISA 160 *	<i>Colonial Latin America</i>
HISA 162 *	<i>Nineteenth Century Latin America</i>
HISA 162 *	<i>Twentieth Century Latin America</i>
HISA 163A	<i>Colonial Mexico</i>
HISA 163B	<i>Modern Mexico</i>
HISA 164A	<i>The United States and Latin America</i>
HISA 164B	<i>The United States and Latin America</i>
	Select one (1) African/Asian History courses:
HIST 137 *	<i>Themes and Topics in African History</i>
HIST 180	<i>Early Traditional China</i>
HIST 181	<i>Late Traditional China</i>
HIST 182	<i>Modern China</i>

***Clad Applicable**

**CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER
PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN: HISTORY**

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units</i>
_____	_____	_____	1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900 or</i>	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A: Introduction To U.S. History</i>	4
_____	_____	_____	<i>History 17B: Introduction to U.S. History</i>	4
_____	_____	_____	<i>HISA 138: California History</i>	4
_____	_____	_____	2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
_____	_____	_____	3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomic s</i>	4
_____	_____	_____	4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth's Dynamic Surface</i>	4
_____	_____	_____	5. Behavioral Sciences:	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
_____	_____	_____	6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women's Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language, Literature and Culture</i>	4
_____	_____	_____	7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
_____	_____	_____	8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
_____	_____	_____	9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division History courses</i>	
_____	_____	_____	<i>One Ancient & Medieval history course</i>	
_____	_____	_____	<i>One European history course</i>	
_____	_____	_____	<i>One United States history course</i>	
_____	_____	_____	<i>One United States history course</i>	
_____	_____	_____	<i>One Latin American history course</i>	
_____	_____	_____	<i>One African/Asian history course</i>	

Social Science Subject Matter Program

Political Science Major

Core Requirements

Breadth Requirements

**Social Science Subject Matter Choices for Political Science Major
(Relates to Section 9 of the Political Science Worksheet)**

	Select one (1) United States Politics course:
100	<i>Presidential Politics</i>
101	<i>The United States Congress</i>
113	<i>American Political Thought</i>
118	<i>Ethics in Government</i>
141	<i>Politics and American Writers</i>
143	<i>Elects and Political Participation</i>
	Select one (1) United States Multicultural course:
109	<i>Multicultural Education in the American School</i>
	Select one (1) California Politics course:
170	<i>Local Leadership in California</i>
171	<i>American State Politics</i>
158	Select one (1) Latin America Politics course:
161	<i>Politics of Mexico</i>
162	<i>The Politics of Brazil</i>
163	<i>Latin America: the Quest for Development & Democracy</i>
	<i>Latin America and International Politics</i>
	Select one (1) Europe Politics course:
125	<i>United States Foreign Policy Since World War II</i>
128	<i>Comparative Foreign Policy</i>
151	<i>British Government and Politics</i>
153	<i>Soviet Foreign Policy in Transition</i>
154	<i>The Government Politics of the European Community</i>
155	<i>Government and Politics in Western Europe</i>
	Select one (1) Asia/Africa/Middle East Politics course:
130	<i>Politics and Economics of the Pacific Rim</i>
152	<i>Politics of the Middle East</i>
156	<i>Jewish Politics</i>

**CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER
PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN: POLITICAL SCIENCE**

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units</i>
_____	_____	_____	1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900 or</i>	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A: Introduction To U.S. History</i>	4
_____	_____	_____	<i>History 17B: Introduction to U.S. History</i>	4
_____	_____	_____	<i>HISA 138: California History</i>	4
_____	_____	_____	2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
_____	_____	_____	3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomics</i>	4
_____	_____	_____	4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth's Dynamic Surface</i>	4
_____	_____	_____	5. Behavioral Sciences:	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
_____	_____	_____	6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women's Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language, Literature and Culture</i>	4
_____	_____	_____	7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
_____	_____	_____	8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
_____	_____	_____	9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division Political Science courses</i>	
_____	_____	_____	<i>One United States Political Science course</i>	
_____	_____	_____	<i>One United States Political Science course</i>	
_____	_____	_____	<i>One California State Political Science course</i>	
_____	_____	_____	<i>One Latin American Political Science course</i>	
_____	_____	_____	<i>One European Political Science Course</i>	
_____	_____	_____	<i>One Asia, Africa or Middle East Pol. Sci. course</i>	

Social Science Subject Matter Program

Religious Studies Major

Core Requirements

Breadth Requirements

**Social Science Subject Matter Breadth Choice for Religious Studies Major
(Relates to Section 9 of the Religious Studies Worksheet)**

	Select one (1) Eastern Religious Studies course:
101	<i>Indian</i>
103	<i>Confucianism</i>
105	<i>Japan</i>
106	<i>Buddhism</i>
107	<i>Taoist Traditions</i>
108	<i>Hinduism</i>
	Select two (2) Western Religious Studies courses:
111	<i>Islam</i>
112	<i>Islam and the West</i>
113	<i>Topics in Modern Islam</i>
124E-Z	<i>Studies in Judaism from 70 CE to Modern Period</i>
135	<i>History of Christianity</i>
163	<i>The Women of Early Christianity</i>
	Select one (1) United States Religious studies course
137A	<i>History of Religion in America</i>
137B	<i>History of Religion in America</i>
	Select one (1) United States Multicultural course:
Educ109	<i>Multicultural Education in the American School</i>
	Select one (1) Americas Religious Studies course:
138	<i>Colonialism and Religion in Mexico</i>

**CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER
PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN: RELIGIOUS STUDIES**

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units</i>
_____	_____	_____	1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900 or</i>	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A: Introduction To U.S. History</i>	4
_____	_____	_____	<i>History 17B: Introduction to U.S. History</i>	4
_____	_____	_____	<i>HISA 138: California History</i>	4
_____	_____	_____	2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
_____	_____	_____	3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomics</i>	4
_____	_____	_____	4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth's Dynamic Surface</i>	4
_____	_____	_____	5. Behavioral Sciences:	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
_____	_____	_____	6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women's Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language, Literature and Culture</i>	4
_____	_____	_____	7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
_____	_____	_____	8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
_____	_____	_____	9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division Religious Studies courses</i>	
_____	_____	_____	<i>One world perspectives Religious Studies course</i>	
_____	_____	_____	<i>One U.S. Religious Studies course</i>	
_____	_____	_____	<i>One Mexico/Latin America Religious Studies course</i>	
_____	_____	_____	<i>Three other Religious Studies</i>	
_____	_____	_____	<i>courses of</i>	
_____	_____	_____	<i>candidate's choice</i>	

Social Science Subject Matter Program

Sociology Major

Core Requirements

Breadth Requirements

Social Science Subject Matter Breadth Choices for Sociology Major
(Relates to Section 9 of the Sociology Worksheet)

	Select one (1) Human Societies
	Sociology course:
120	Human Social Institutions
123 *	Human Societies
	Select two (2) Untied States
	Sociology courses:
127	Native Americans
128 *	Chicano Sociology
131E-Z	Selected Ethnic Groups
136	Asian Americans
161	Immigration and Society
162	Linguistic Diversity in the United States
165	Sociolinguistics and the Chicano Community
	Select one (1) United States
	Multicultural course:
Educ109	Multicultural Education in the American School
	Select one (1) Racism/Ethnic Relations/ Inequality/Law
	Sociology course:
129 *	Racism in Western Society
130 *	Race and Ethnic Relations
133	Inequality and Social Class
134	Law, Race, Class, Gender and Culture
143	Urban Sociology
182	Urban Problems
	Select one (1) Culture/Population/Gender/Family/Religions
	Sociology course:
122 *	Social Change
137	Population
139 *	Mass Media and Popular Culture
140 *	The Sociology of Women
141 *	Men and Masculinity
142	Sociology of the Family
156	Community
158	Sociology of Religion

***CLAD Applicable**

CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN: SOCIOLOGY

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units</i>
_____	_____	_____	1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900 or</i>	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A: Introduction To U.S. History</i>	4
_____	_____	_____	<i>History 17B: Introduction to U.S. History</i>	4
_____	_____	_____	<i>HISA 138: California History</i>	4
_____	_____	_____	2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
_____	_____	_____	3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomics</i>	4
_____	_____	_____	4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth's Dynamic Surface</i>	4
_____	_____	_____	5. Behavioral Sciences:	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
_____	_____	_____	6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women's Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language, Literature and Culture</i>	4
_____	_____	_____	7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
_____	_____	_____	8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
_____	_____	_____	9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division Sociology Courses</i>	
_____	_____	_____	<i>One Human Societies course</i>	
_____	_____	_____	<i>One United States Sociology course</i>	
_____	_____	_____	<i>One United States Sociology course</i>	
_____	_____	_____	<i>One Sociology course</i>	
_____	_____	_____	<i>One Sociology course</i>	
_____	_____	_____	<i>One Sociology course</i>	

Social Science Subject Matter Program

Women's Studies Major

Core Requirements

Breadth Requirements

Social Science Subject Matter Breadth Choices for Women's Studies
(Relates to Section 9 of the Women's Studies Worksheet)

	Select one (1) United States Women's Studies courses:
130 *	<i>Gender, Sex and Sexuality in Early America</i>
131	<i>Women in American History</i>
Eth Stud 113 *	<i>The African American Women</i>
Eth Stud 122 *	<i>Family, Sex Roles and the Chicano</i>
Eth Stud 124 *	<i>The Chicana</i>
Sociol 140	<i>The Sociology of Women</i>
	Select one (1) United States Multicultural course:
Educ 109	<i>Multicultural Education in the American School</i>
	Select one (1) Theory/Global Perspectives/Politics/Psychology Women's Studies course:
100	<i>Gender Theory</i>
109	<i>Women, Politics and Social Movements: Global Perspectives</i>
140	<i>Reproduction: Policies, Politics and Practices</i>
Anth 133	<i>Women in Cross-cultural Perspective</i>
HISE 148A	<i>Women and Gender in Early Modern Europe, 1348 – 1800</i>
HISE 148B	<i>Women and Gender in Early Modern Europe, 1800 – Present</i>
Sociol 177E	<i>Topics in Social Psychology: Sociological Orientation, Sex Roles</i>
	Select one (1) Music/Art/Dance/Theatre/Literature Women's Studies course:
126 *	<i>Music and Gender in Cross-Cultural Perspective</i>
170	<i>Women Artists in Renaissance Europe, 1400 – 1600</i>
AsianStud 131	<i>Women in Asian Literature</i>
Eth Stud 114 *	<i>Contemporary Latina Writing in the United States</i>
Italian 162	<i>Contemporary Italian Women Writers in Translation</i>
	Select one (1) Race/Economics/Change/Philosophy/Religion Women's Studies course:
108	<i>Philosophical Issues of Race and Gender</i>
149	<i>Gender, Kinship and Social Change</i>
155	<i>Women's Labor and the Economy</i>
160	<i>Women and Religion</i>
163	<i>The Women of Early Christianity</i>
164	<i>Women and Development: Latin America and the Caribbean</i>

***Clad Applicable**

**CHECKLIST OF REQUIREMENTS FOR THE UCR SUBJECT MATTER
PROGRAM IN SOCIAL SCIENCE WITH A MAJOR IN:WOMEN’S STUDIES**

<u>QUARTER</u>	<u>GRADE</u>	<u>COURSE</u>	<i>Core (#1-8)</i>	<i>Qtr Units</i>
_____	_____	_____	1. History:	
_____	_____	_____	<i>History 10: World History: Prehistory to 1500</i>	4
_____	_____	_____	<i>History 15: World History: 1500 to 1900 or</i>	4
_____	_____	_____	<i>History 20: World History: Twentieth Century</i>	
_____	_____	_____	<i>History 17A: Introduction To U.S. History</i>	4
_____	_____	_____	<i>History 17B: Introduction to U.S. History</i>	4
_____	_____	_____	<i>HISA 138: California History</i>	4
_____	_____	_____	2. Political Science:	
_____	_____	_____	<i>Political Science 10: American Politics</i>	4
_____	_____	_____	<i>Political Science 173: Govt. & Politics of California</i>	4
_____	_____	_____	<i>Political Science 15: Comparative Politics</i>	4
_____	_____	_____	3. Economics:	
_____	_____	_____	<i>Economics 2: Introduction to Macroeconomics</i>	4
_____	_____	_____	<i>Economics 3: Introduction to Microeconomics</i>	4
_____	_____	_____	4. Geography:	
_____	_____	_____	<i>Geophysics: 2 The Earth’s Dynamic Surface</i>	4
_____	_____	_____	5. Behavioral Sciences	
_____	_____	_____	<i>Sociology 1: Introduction to Sociology</i>	4
_____	_____	_____	6. Interdisciplinary Social Science:	
_____	_____	_____	<i>Sociology 110A: Methods of Sociological Inquiry</i>	4
_____	_____	_____	<i>Women’s Studies 10: Women and Culture</i>	4
_____	_____	_____	<i>World Lit. 15: Language ,Literature and Culture</i>	4
_____	_____	_____	7. Cultural/Area Studies & World Philosophies:	
_____	_____	_____	<i>Religious Studies 12: Religious Myths and Rituals</i>	4
_____	_____	_____	8. Education:	
_____	_____	_____	<i>Educ 100-B, Sec 3: Field Exper in Tutorial Tchng</i>	2-2
_____	_____	_____	9. Breadth & Perspective in Subject Area:	24
_____	_____	_____	<i>Upper Division Women’s Studies courses</i>	
_____	_____	_____	<i>One United States Women’s Studies course</i>	
_____	_____	_____	<i>One World Women’s Studies course</i>	
_____	_____	_____	<i>One Women’s studies course</i>	
_____	_____	_____	<i>One Women’s Studies course</i>	
_____	_____	_____	<i>One Women’s Studies course</i>	
_____	_____	_____	<i>One Women’s Studies course</i>	

An Overview of Portfolio Assessment

Maintain a portfolio of your educational experiences as you prepare to become a secondary teacher of history and social science. You may use various methods to chronicle your education by documenting and reflecting on activities that relate to K-12. Discuss how you were taught about history and the social sciences by observation and participation in UCR courses. Think of the following strategies and relate to your own experiences in courses. Be specific – activity, course, instructor, etc. Some examples follow:

case study	individual study	research project	class discussion
group project	critique	term paper	logs/journals
interviews	field trip	performance	presentation
practicum	written examination	oral examination	problem-solving

Organization of the Portfolio

The portfolio should be developed and maintained inside a three-ring binder thick enough to hold the portfolio essays plus the gathered support materials.

The portfolio should be divided into eight tabbed sections as follows:

Section	Tab Indicator	
1	Standard 1	Philosophy & Purpose
2	Standard 2	Scholarship: History/Social Sciences
3	Standards 3,4	Range & Integration: History/Soc.Sci.
4	Standards 5, 6, 7	World, National and State Perspectives
5	Standards 8, 9	Citizenship/Ethical Perspectives
6	Standard 10	Diversity and Equity
7	Standard 11	Diversity of Scholarship: Hist/Soc.Sci.
8		Field Experience

The Capstone Course

The portfolio is an integral part of Education 101, Section 2 (Academic Disciplines and Professional Education) and will be linked with the above-tabbed sections. Field experiences will be attained in two (2) Education 100 tutorials each requiring 30 hours of field work, and Education 109 Multicultural Education in the American School (10 hours field work).

If you have room in your schedule, Education 174, Reading and Writing in the Content Area (30 hours field work).

Students who are in the CLAD program also take Education 177A Language Development in Content Areas and 177B (40 hours field work). These experiences will also relate to the capstone course.

The best undergraduate preparation for secondary school teachers of History/Social Science is a broad liberal education with a basic core that includes coursework in, or directly related to, the following subjects that are commonly taught in departmentalized classes in the public schools: history, government, economics, geography, behavioral sciences and related subjects. Additional coursework in the program is designed to provide breadth and perspective to supplement the essential core of the program.

Standard 1

Philosophy and Purpose

The program reflects and awareness of the disciplines of history, government, economics, geography, behavioral sciences, interdisciplinary social sciences and cultural/area studies and world philosophies and shows a clear awareness of the preparation that students need in order to teach history and social science effectively among diverse students in California schools.

Respond to Standard 1 as you complete your portfolio.

Express your own conception of a well-educated teacher of history and social science in the secondary school. How has your experience in school and college helped you to formulate your conception? Give specific examples. Refer to specific experiences.

Standard 2

Overall Quality of Program Content

Each social science preparation program seeks to develop individuals who are well educated in history and the social sciences. Each program requires students to study several related academic disciplines, including significant paradigms, concepts and values in those disciplines. In the program, students frequently use higher order thinking skills, and they examine significant ideas and their ethical, moral and practical implications.

Describe your experience in at least one course in which you:

- a. read major works
- b. analyze, evaluate, and apply ideas
- c. write an extensive paper
- d. make an oral presentation
- e. engage in inquiry or research
- f. examine ethical, moral and practical implications

some examples: inter-relationship of national histories
equal rights movements
religious fundamentalism
role and value of lobbyists & interest groups
immigration issues
economic theory in government decisions
role of the family in education
analysis of news stories using social science techniques

Standard 3

Overall Emphasis in Program Content

Each program emphasizes knowledge and comprehensions of the historical content and social science subjects that are required and/or recommended to be taught in the secondary grades in the California public schools.

Tell how you would organize and teach course content to secondary students from at least one of the following courses. Relate the content to the K-12 standards and suggest teaching strategies and activities that you would use in teaching the material. Briefly describe at least one of the following courses:

- a. World history
- b. U.S. history
- c. California history
- d. American government
- e. California government
- f. Comparative governments
- g. Macroeconomics
- h. Microeconomics
- i. Geography – world, U.S. and California
- j. Behavioral sciences
- k. Interdisciplinary social science
- l. Cultural area studies and world philosophies

Standard 4
Integration of Studies

Each program provides opportunities for integrative study of history, the social sciences, and the humanities. The program emphasizes relationships among the major themes and concepts of the disciplines. The program requires each student to learn and apply methods of inquiry that are used in history and the social science disciplines.

Describe your cross integrated studies of history, culture, geography, the other social sciences, the humanities, the environment and/or technology by examining systematically one or two major concepts, themes and processes in history, the social sciences, the humanities, the environment and/or technology.

- a. Describe clearly a major theme from a social science discipline
- b. How was a humanities perspective integrated with history and the social sciences.

Think of:

literature (both fiction and non-fiction)

ethics

philosophy

religion

- c. What research methodologies were referenced to support the major concepts

Standard 5
World Perspectives

The program develops each student's knowledge and understanding of the historical and contemporary experiences and interrelationships of people of Africa, the Americas, Asia, and Europe. Students acquire world perspectives (westerns and non-western) in studies of human history, culture, and geography.

Discuss how you have attained an understanding of these world perspectives:

- a. interrelationships between western and non-western ways of living and thinking, and on economic interdependence of world regions
- b. world and regional interdependence in historical and contemporary studies of Africa, the Americas, Asia and Europe
- c. in a study of western civilization, describe the traditional and contemporary sources of American political institutions, laws and ideologies
- d. non-western history, culture, geography, government, philosophy, religion, literature and/or arts

When possible, include in the appendix papers which you cite and refer to lecture notes to support your understanding.

Standard 6
National Perspectives

The program develops each student's knowledge and understanding of United States history, geography, government and economics, and of the evolving national experience.

Include papers and refer to lecture notes to support your reflections and understanding of the evolving national experience. Pick a topic and describe its “national evolution”
Topics could include:

- a. old worlds and new
- b. mid 18th century America and rumblings of revolution
- c. revolution, confederation and constitution
- d. the presidency
- e. the judiciary
- f. congress
- g. the Civil War, reconstruction/redefinition of the nation,
- h. slavery, the rise of the new South and Jim Crow, civil rights, the dilemma of being African American
- i. the transformation of the American economy
- j. crash and depression
- k. immigration and demographic change
- l. global uncertainty at the dawn of the American Century
- m. United States in world affairs
- n. World War II

Standard 7
State Perspectives

The program develops each student's knowledge and understanding of significant issues in the history, geography, culture and government of California.

Describe how you attained knowledge and understanding of California issues and its important place in the nation and the world. Place papers, lecture notes, high lightened syllabi to support your descriptions.

- a. “natural” California
- b. pre-European, Spanish and Mexican periods
- c. the Mexican period, U.S. immigration (American infiltration) and war (war with Mexico, expropriation of Mexican land)
- d. historical memory (Joaquin Murietta, Tiburcio Vasquez); native Americans and U.S. settlers
- e. gold, labor and the California economy; California labor movement
- f. development of agriculture and immigrant agricultural workers
- g. agricultural workers and California industry
- h. Los Angeles water (Owens Valley); labor and the open shop movement
- i. Labor, war, immigration and race
- j. World War II and the California economy
- k. California’s changing economy, immigration and population
- l. Parties and elections: California’s north-south split; coalitions and building coalitions across ethnic diversity; direct democracy (California initiatives); party systems and electoral systems
- m. The apparatus of governance: governor; legislature; lobbyists; budgets: taxes and spending
- n. Local government: cities and counties
- o. Majority vs. minority rights

Standard 8
Citizenship Perspectives

The program develops each student's knowledge and understanding of the role of citizens in a representative democracy.

Describe a unit of study in which you would help K-12 students gain an understanding of the role of citizenship, i.e., (1) class elections, setting rules, deciding on consequences, (2) multi-cultural lessons, (3) any controversial K-12 issue – debates, editorials, etc.

Area of study	Some courses from which study is drawn
appreciation and importance of: dignity of individuals human rights	Relig. Studies 12: Religious Myths& Rituals Women's studies 10: Women & Culture
United States Constitution: individual rights individual responsibilities	Political Science 10: American Government History 17A: Introduction to U.S. History History 17B: Introduction to U.S. History
democratic institutions: strengths & frailties conditions that encourage democracy	History 15: World History: 1500 to 1900 History 17A: Introduction to U.S. History Political Science 15: Comparative Politics
economic, social, psychological factors: United States other societies civic participation: United States other societies	History 17A: Introduction to U. S. History Political Science 10: American Government HISA 138: California History Political Science 173: Calif. Government History 15: World History: 1500-1900 Political Science 15: Comparative Politics
controversial issues: reasoned solutions respect the right of individuals to differ	Sociology 1: Introduction to Sociology Education 109: Multicultural Education in American Schools

Standard 9

Ethical Perspectives

The program develops each student's knowledge and understanding of ethics, philosophy, and the role of religion in human civilization. Each student examines connections between ideas and actions, and studies the consequences of values, ideals and beliefs.

Discuss how you gained a knowledge and understanding of ethics, philosophy and the role of religion in human civilizations. Include papers, lectures, assignments to show study of ethical perspectives in general. Relate how you learned the connection between ideas, actions and consequences of values, ideals and beliefs. Or you may choose a newspaper or magazine or other news source – describe event and trace to ideas/actions etc., i.e., bombing of Buddhas in Afghanistan. In this manner you would show the connection between what you learned and reality in today's world.

Area of study	Some courses from which study is drawn
religious beliefs and philosophies and ethical systems: major regions of the world western and non-western	Religious Studies 12: Religious Myths and Rituals History 10: World History: Prehistory to 1500
religion's role: human history formation of our democratic society American character	History 17A: Introduction to U.S. History History 10: World History: Prehistory to 1500 History 15: World History: 1500 to 1900
scientific and religious perspectives: ethical interpretations human conduct and relationships controversial issues	Religious Studies 12: Religious Myths and Rituals
beliefs, values and ideals diverse civilizations social and ethical consequences	History 10: World History: Prehistory to 1500 History 15: World History: 1500-1900 History 17A: Introduction to U.S. History History 17B: Introduction to U.S. History HISA 138: California History

Standard 10

Diversity and Equity in the Program

In the subject matter preparation program in history and social science, the study of historical and contemporary elements of cultures and human diversity are integral, and the program gives particular attention to ethnicity, race and gender. The program promotes educational equity by utilizing instructional, advisement and curricular practices that offer equal access to program content and career options for all students.

Discuss your examination of cultural differences and contributions to the American experience by the diversity of its citizenry:

- a. historical and contemporary experiences of African American, Asian American, Hispanic Americans, Native Americans and other ethnic groups
- b. gender issues
- c. human differences including cultural, ethnic, gender and language variations
- d. significant social issues from diverse cultural perspectives
- e. contributions of diverse cultural, ethnic and gender groups
- f. classroom practices used to promote educational equity among diverse groups
- g. faculty role models – diverse cultural, ethnic groups, men and women, individuals with exceptional needs

Standard 11

Teaching, Learning and Assessing History and Social Science

The program exposes students to a variety of teaching, learning and assessment strategies that are appropriate to history and the social sciences, including the appropriate uses of technology in instruction. Students reflect on themselves as learners, and examine ways in which social science and historical subject matter are conceived and organized for instruction.

Discuss how you were taught about history and the social sciences by observation and participation in UCR courses. Think of the following strategies and relate to your own experiences in courses. Be specific – activity, course, instructor, etc.

- a. lectures, discussions
- b. simulations, demonstrations
- c. individual and group projects, cooperative learning activities, and other effective and appropriate approaches
- d. Varied approaches to the measurement and evaluation of student attainments
- e. Contemporary technology
- f. Instructional organization
- g. Different learning styles...pedagogical implications

Field Experience

Education 100B Tutorial Teaching: Professional Development(two tutorials totaling 30 hours of field), Education 109 Multicultural Education in the American School (10 hours), Education 174 Reading and Writing in the Content Area (30 hours of field), require time spent in the public school classroom. Students who are in the CLAD program also take Education 177A and 177B Language Development in Content Areas for a total of 40 hours. As part of the courses, you will be required to observe and make notes about the experiences. Gather these materials and keep them in the Portfolio. You will need them in the Capstone course, Education 101, Section 2.

Certificate of Completion

Upon completion of the requirements of the Core, Breadth and Perspective and the Capstone course for the Social Science Subject Matter Program (approved by the California Commission on Teacher Credentialing), you will be given a Certificate of Completion signed by your approved subject matter program adviser and countersigned by the UCR credential analyst or assistant to the director of teacher education and the History Department Chair.

The certificate documents your academic preparation and is one step toward becoming a professional secondary teacher of history and social science in the California public secondary schools.