

ORIGINATOR'S SECTION:

1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2015
---	---

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* BRS 100

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Explorations in Border *Studies*

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Exploration Border Studies

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Course Description: Explores physical and conceptual border experiences through interdisciplinary social science study, with an emphasis on first person narratives, generalizing to universal themes of change, globalization, conflict, motivation and movement across borders.

(formerly ID 170-3)

9. Why is this course being proposed?

Currently there is no lower-division class which exposes students to one of the major options in the Liberal Studies Department. Our Border Studies majors and minors will benefit from the opportunity to learn about the field of study earlier in their years at CSUSM. As well, the material in border studies is of great interest to students of this region and presents an excellent vehicle and opportunity to expose any student to interdisciplinary social science.

10. Mode of Instruction*

For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* Explor Border Studies, ID 170, Suffix TBD 10 170 -3

20. How often will this course be offered once established?* 1-2/AY

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 LD requirement for Border Studies Option for Liberal Studies Major

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline GBST - see email attached Support _____ Oppose _____
 Signature _____ Date _____

Discipline _____ Support _____ Oppose _____
 Signature _____ Date _____

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (please print or type name) see attached Date _____

2. Program Director/Chair see attached Date _____

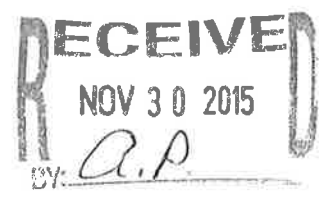
3. College Curriculum Committee Rebecca M. Just 11/16/15 Date _____

4. College Dean (or Designee) Martin Stollathung 11/19/15 Date _____

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

16. Prerequisite(s): Yes x No

17. Corequisite(s): Yes x No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* Explor Border Studies, ID 170, Suffix TBD

20. How often will this course be offered once established?* 1-2/AY

Revised

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 LD requirement for Border Studies Option for Liberal Studies Major

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (please print or type name) Kiri Kramer-Yong 2/2/15 Date

2. Program Director/Chair [Signature] 2/2/15 Date

3. College Curriculum Committee _____ Date

4. College Dean (or Designee) _____ Date

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Angela Baggett

GBST
Support of
BRS 100

From: Rebecca Lush
Sent: Friday, October 23, 2015 11:25 AM
To: Jocelyn Ahlers
Cc: Angela Baggett
Subject: Re: Signature on C form

Follow Up Flag: Follow up
Flag Status: Flagged

Thanks, Jocelyn.

Angie--please include the below correspondence for GBST's support of BRS 100.

best,
Rebecca

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies
Film Studies Coordinator
Faculty Director of the Cougar Chronicle
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jocelyn Ahlers
Sent: Friday, October 23, 2015 9:28 AM
To: Rebecca Lush
Subject: FW: Signature on C form

Dear Rebecca,
I am hoping that the email below can serve as Global Studies' signature in support of BRS 100.
Thanks,
Jocelyn

From: Elizabeth Matthews <ematthew@csusm.edu>
Date: Thursday, October 22, 2015 8:53 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: RE: Signature on C form

Hello Jocelyn,

I am happy to support this course. I hope it helps grow Border Studies!



Professor Knowles-Yáñez, Ph.D.

Liberal Studies Department

760-750-8056

kyanez@csusm.edu

Office: 4226 Social and Behavioral Sciences Building

Office Hours:

Class materials are located on Cougar Courses: <http://cc.csusm.edu/>

Official Course Description:

Explores physical and conceptual border experiences through interdisciplinary social science study, with an emphasis on first person narratives, generalizing to universal themes of change, globalization, conflict, motivation and movement across borders. No restrictions on enrollment.

By the end of the course students, through reading, analysis, discussion, and writing, will be able to:

- Describe and critically apply social science theories and methods to border problems, including the development of research questions and critical evaluation of evidence.
- Analyze the impact of globalization, conflict, motivation, movement, race, class, gender and cultural context on individuals and/or local and global border communities.
- Explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems in international border regions and for border communities.
- Outline the contemporary and/or historical perspectives of major political, intellectual, economic, or cultural developments as they define borders.
- Explain the usefulness of first-person narratives to generalize about universal experiences.

Required Reading:

Nazario, Sonia, Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with his Mother. Random House.

Deng, Benson, Alephonsion Deng, Benjamin Ajak, They Poured Fire on us From the Sky: The True Story of Three Lost Boys from Sudan. 2005. PublicAffairs.

Levy, Peter B. Let Freedom Ring: A Documentary History of the Modern Civil Rights Movement. 1992. Praeger.

Holsaert, Faith S. et al. Hands on the Freedom Plow: Personal Accounts by Women in SNCC. 2012. University of Illinois Press.

Additional class readings are available at the CSUSM's Library's Course Reserves or at Cougar Courses.

Academic Honesty:

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy, which can be found in the University's catalog. All ideas and material borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Any evidence of cheating, fabrication, or plagiarism (defined as presenting the words or ideas of others as your own) will result in a **failing grade for the entire class. YOU WILL NOT BE ALLOWED TO MAKE UP ASSIGNMENTS WHERE YOU HAVE CHEATED OR PLAGIARIZED. If you do not know what plagiarism is, you must educate yourself.** Here are two good websites:

CSUSM: <http://library.csusm.edu/plagiarism/>

Purdue University: <http://owl.english.purdue.edu/owl/resource/589/1/>

Note that on written assignments exact quotes must be placed in quotation marks. All quoted and paraphrased work must be cited in the text. Do not hesitate to ask me for clarification on issues of cheating and plagiarism.

A Note on Academic Regulations:

University policy requires students to devote 3 hours/ week of effort for each 1 unit of credit earned. That translates to a total of 9 hours/week of effort for a 3 unit class. **Since this is a 3 unit course, you are expected to spend 9 hours/week in class, reading, studying or preparing for this class.** See CSUSM's Catalog, in the "Academic Regulations and Catalog Rights" section, which states, "...students are expected to devote two additional hours outside of class for each hour of lecture, for a total of **three hours per unit** in every week of the semester (p. 80)." Full-time students who attend class regularly and study 25 to 35 hours per week - two to three hours for every hour in class - increase their chances for academic success. The total time commitment, including class and study time, is 40-50 hours per week, similar to a full-time job.

ADA Statement:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Grade Scale:

Points	Letter Grade		
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59-0	F

Assignments and Grading:

Assignment	Due Dates	Percentage of Grade
Attendance		10%
3 CTQ essays (turn in at the beginning of class)		30% (each essay = 10%)
Take home CTQ Mid-term exam (turn in at the beginning of class)		20%
Field Project		20%
Take home CTQ Final exam		20%

*Class Attendance is worth 10% of your grade. See class policy above regarding how to make your attendance count:

- no more than two absences equals 100% for class attendance
- for each subsequent absence your class attendance grade is as follows:
 - 3 absences = 90%
 - 4 absences = 80%
 - 5 absences = 70%
 - 6 absences = 60%
 - 7 absences = 50%
 - 8 absences = 40% etc....

The Writing Requirement for this class is fulfilled by the following assignments:

CTQ essays are based on Critical Thinking Questions (CTQs). Each essay should be 2 pages long. I will assign a specific CTQ for each essay. Type your essay. Look at the grading rubric (attached) before turning in your essay; the mechanics (organization, grammar and syntax) are a substantial portion of your grade so take your time to compose your essay accordingly.

The Mid-term and Final Exams are take-home, open-book, and based on CTQs. Type your answers. Writing mechanics (organization, grammar and syntax) are a substantial portion of your grade so take your time to compose your answers accordingly.

The written project for the Field Project will be a first person narrative of a border crossing experience you will take during the semester. Look for further directions in class.

Additional class materials, the weekly class readings and documentary viewing schedule are posted on Cougar Courses. Class schedule:

Week 1:

Introduction and Interdisciplinary Study and the Border

Week 2:

- Narrative and Oral History, Review of the Border Prototype
- Physical Borders

Week 3:

Crossing Borders: The Immigrant, Honduras, Guatemala, Mexico, and the United States

Reading: *Enrique's Journey*

Week 4:

The Unaccompanied Minor

Reading: *Enrique's Journey*

"Mexico's Other Border" <http://ngm.nationalgeographic.com/2008/02/mexicos-southern-border/cynthia-gorney-text>

"Looking Back on a Child Migrant's Journey North on 'The Beast'" <http://www.latimes.com/world/great-reads/la-fg-cl-taming-the-beast-20140822-story.html#page=1>

****CTQ #1 Due at beginning of class****

Week 5:

The Refugee, The Sudan, and San Diego

Reading: *They Poured Fire on Us From the Sky*

Week 6:

The Refugee, The Sudan, and San Diego

Reading: *They Poured Fire on Us From the Sky*

"Lost in the Sahel" <http://ngm.nationalgeographic.com/2008/04/sahel/paul-salopek-text>

"I Have Had to Learn to Live with Peace"

<http://www.theypouredfire.com/reviews/saved/I%20Have%20Had%20to%20Learn%20To%20Live%20With%20Peace%20-%20Newsweek%20My%20Turn%20-%20MSNBC.com.htm>

"Lost in Sudan's violence, She's Found Hope in USA" http://usatoday30.usatoday.com/news/nation/2007-07-23-lost-girls_N.htm

Skim: "Oil and Human Rights: Oil Concessions in Central and Southern Sudan"

<http://www.hrw.org/reports/2003/sudan1103/2.htm>

"Oil and Human Rights: Oil Activity and the Scene of War: Western Upper Nile"

<http://www.rightsmaps.com/html/sudmap3.html>

"China's Involvement in Sudan: Arms and Oil" <http://www.hrw.org/reports/2003/sudan1103/26.htm>

"China's Wide Reach in Africa"

<http://www.nytimes.com/2009/07/19/business/19shelf.html?adxnnl=1&adxnnlx=1422079430-Q4OesXF09iAGp3LMq2Pxxgw>

Note: Weeks 7-10 include extensive use of PBS's multi-part documentaries titled: "Eyes on the Prize"

Week 7:

Crossing Borders: The U.S. Civil Rights Movement

Reading: Levy, Peter B. *Let Freedom Ring: A Documentary History of the Modern Civil Rights Movement*. 1992. Praeger.

Week 8:

Crossing Conceptual Borders: The U.S. Civil Rights Movement

****Midterm due at beginning of class****

Reading: Levy, Peter B. *Let Freedom Ring: A Documentary History of the Modern Civil Rights Movement*. 1992. Praeger.

Week 9:

Poverty and borders in the U.S. Civil Rights Movement

Reading: Levy, Peter B. Let Freedom Ring: A Documentary History of the Modern Civil Rights Movement. 1992. Praeger.

Week 10

Gender and borders in the U.S. Civil Rights Movement

Reading: Holsaert, Faith S. et al. Hands on the Freedom Plow: Personal Accounts by Women in SNCC. 2012. University of Illinois Press.

Week 11

Physical Borders: Hurricane Katrina in New Orleans

****CTQ #2 Due at beginning of class****

Reading: "Draining New Orleans"

http://www.nytimes.com/packages/html/national/2005_HURRICANEKATRINA_GRAPHIC/

"How Much Water Did you Get" <http://www.nola.com/katrina/pages/092205/0922PAGEB02.pdf>

Note: Weeks 12-15 include extensive use of Spike Lee's documentaries titled: "When the Levees Broke: A Requiem in Four Parts" and "If God is Willing and Da Creek Don't Rise"

Week 12

Class, Ethnic, and Gender Borders: Hurricane Katrina in New Orleans

Reading: "Abandoned Before the Storms: The Glaring Disaster of Gender, Race, and Class Disparities in the Gulf" (at Library Reserves)

"Poverty and Race in America, Then and Now"

http://datatools.metrotrends.org/charts/metrodata/Blog/Maps/PovertyRace_DW/Map.html#28140,1980,2010,4,39,0982,97,-94,505205

Reading: "Road to New Life After Katrina is Closed to Many"

<http://www.nytimes.com/2007/07/12/us/nationalspecial/12exile.html>

"Hope, Reality Collide in New Orleans" http://www.nbcnews.com/id/32571727/ns/us_news-life/t/hope-reality-collide-new-orleans/#.VMMxjk3wsrk

Week 13

Borders and Racism: Hurricane Katrina in New Orleans

****CTQ #3 Due at beginning of class****

Reading: "Katrina's Untold Story" <http://www.thenation.com/article/katrinas-untold-story>

"Katrina's Hidden Race War" <http://www.thenation.com/article/katrinas-hidden-race-war>

"Vigilantes: Free to Roam" <http://www.thenation.com/article/vigilantes-free-roam>

"New Orleans Redraws its Color Lines" <http://www.thenation.com/article/new-orleans-redraws-its-color-line>

"Own a Home but Not the Land" <http://www.psmag.com/business-economics/own-a-home-but-not-the-land-28406>

Week 14

Political Borders: Hurricane Katrina in New Orleans

Reading: "Using Organizations: the Case of FEMA" <http://www.hsaj.org/?fullarticle=1.2.4>

Reading: "A Teachable Moment" <http://www.nytimes.com/2008/08/17/magazine/17NewOrleans-t.html?pagewanted=all&r=0>

"In New Orleans, Major School District Closes Traditional Public Schools for Good"

http://www.washingtonpost.com/local/education/in-new-orleans-traditional-public-schools-close-for-good/2014/05/28/ae4f5724-e5de-11e3-8f90-73e071f3d637_story.html

Week 15

Class, Ethnic, and Gender Borders in the Rearview Mirror: Hurricane Katrina in New Orleans

Reading: "Looking for Home After Katrina: Postdisaster Housing Policy and Low-Income Survivors" (at Library Reserves)

Reading: "Reconstructing the Story of the Storm: Hurricane Katrina at Five"

<http://www.thenation.com/article/154168/reconstructing-story-storm-hurricane-katrina-five>

"Swipe the Photos and See Hurricane Katrina Disaster Dissolve into Present Day Recovery"

http://www.nola.com/katrina/index.ssf/2014/08/hurricane_katrina_then_and_now.html

Week 16

Comparative Border Explorations

Final Exam Week

BRS 300 CTQ Essay Grading Rubric

Command of Topic

- 20 Addresses the topic clearly and responds effectively to all aspects of the task.
- 16 Clearly addresses the topic, but may respond to some aspects of the task more effectively than others.
- 12 Addresses the topic, but may slight some aspects of the task. (Opportunity to write in class addition not taken)
- 8 Distorts or neglects aspects of the task.
- 4 Indicates confusion about the topic or neglects important aspects of the task.
- 1 Suggests an inability to comprehend the question or to respond meaningfully to the topic.

Organization

- 20 Is coherently and logically organized, with ideas supported by apt reasons and well-chosen examples.
- 16 Is well-organized and developed with appropriate reasons and examples.
- 12 Is adequately organized and developed, generally supporting ideas with reasons and examples.
- 8 Is poorly organized or developed; does not provide adequate or appropriate details to support generalizations.
- 4 Has very weak organization, or little development; provides simplistic generalizations without support.

Communication of Ideas

- 20 Explores the issues thoughtfully and in-depth.
- 16 Shows some depth and complexity of thought.
- 12 May treat the topic simplistically or repetitively.
- 8 Lacks focus, or demonstrates confused or simplistic thinking.
- 4 Lacks focus and coherence, or fails to communicate its ideas.
- 1 Is unfocused, illogical, incoherent, or disorganized.

Syntactic Variety and Language

- 20 Has an effective, fluent style marked by syntactic variety and a clear command of language.
- 16 Displays some syntactic variety and facility in the use of language.
- 12 Demonstrates adequate facility with syntax and language.
- 8 Has problems with or avoids syntactic variety.
- 4 Has inadequate sentence control and limited vocabulary.

1 Fails to display sentence control and uses a very limited vocabulary.

Control of Mechanics (grammar, punctuation, spelling)

20 Is generally free from errors in mechanics, usage, and sentence structure.

16 May have a few errors in mechanics, usage, and sentence structure.

12 May have some errors, but generally demonstrates control of mechanics, usage, and sentence structure.

8 Has an accumulation of errors in mechanics, usage, and sentence structure.

4 Is marred by numerous errors in mechanics, usage, and sentence structure.

1 Has serious and persistent errors in word choices, mechanics, usage, and sentence structure.