

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D7: Interdisciplinary Social Science**

*See GE Handbook for information on each section of this form*

**Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content.**  
[Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Assigned reading and discussion. During the semester, the course includes lectures on the goals and methods of the following social scientific disciplines: sociology, land use planning, political science, and geography. Readings are informed by those lenses.	The overarching goal of the class is for students to use these lenses to come to a critical understanding of international borders and border communities. Critical Thinking Questions (CTQs) are the principal means of addressing social science theory. In the introductory phase, key questions in each social science discipline are discussed (for example, for the land use planning discipline a key CTQ is: Who plans land use in a community?) and then applied to the first person narrative studied. For the example used above, in the unit on Hurricane Katrina, students would read, examine and write about the location of closed and opened schools post-Katrina and the effects school location has on a community and its family structure. Students write essays and create maps which answer Critical Thinking Questions (see example in "content") and are graded according to the attached rubric.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Many of the class readings are focused on race, class, gender, and cultural context (as noted in the topics for the attached syllabus) and they all are directly related to international border and border crossing societies.	Students will apply knowledge gained from class readings of the impact of these factors to their CTQ essays and maps. Students will be expected to explain these characteristics and spatial data as part of the definition of a border community and within the culture of a globalizing society.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Major developments studied through course readings include the political and historical (the U.S. Civil Rights Movement), and the cultural and economic (The Sudanese civil war), among other examples. All of these examples exemplify both physical (political and natural) and cultural borders.	Students will apply knowledge gained from class readings on the impact of historical and contemporary perspectives to their CTQ essays and maps, with an emphasis on the changing nature of the globalizing world.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	The introductory week makes clear that the class is about interdisciplinary social science by defining the specific social sciences and their respective CTQs. This	The final written exam requires students to take into account all of the disciplines to which

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	<p>lecture makes the specific point that the techniques used can be applied to any social science issue and that for the purposes of this class the issue is borders and border communities. This idea is reinforced repeatedly throughout the semester. Complex borders and border communities can be understood more deeply through the integrated application of multiple disciplinary lenses, rather than simply through the questions asked by one discipline. During the semester, we move through multiple disciplines, and students are introduced to the core questions asked by those disciplines, then offered an opportunity to ask those questions about borders, thus drawing a more coherent picture of the roles that land use, history, race, and class play in shaping these borders.</p>	<p>they have been exposed (sociology, land use planning, political science, and geography) and to use them in conjunction to achieve a deeper understanding of the borders studied than they would otherwise be able to reach. The exam is cumulative and based on the CTQs that they have been using to write shorter essays throughout the semester.</p>
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**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
<p>Students will communicate effectively in writing to various audiences. (writing)</p>	<p>Essays and maps based on interdisciplinary social science critical thinking questions throughout the semester give students the opportunity to practice these skills.</p>	<p>These essays and maps focus on border concepts such as differences in physical borders between, for example the US/MX border and the MX/Guatemala border, and conceptual borders of race, class, and gender.</p>
<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>The Field Project and CTQ essays</p>	<p>Field Project: Students are challenged to visit a place they would never otherwise go and write a first person essay (reflecting the narrative structure of course readings) about the experience. For example, a Muslim student would go to a Christian church, or vice versa. Ex. CTQ essay:</p>

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		<p>Students are asked to compare the border crossing experiences of people in different places and times, contexts and social situations. Students write an essay and create a map based on the following CTQ: “Compare and contrast Enrique’s (Honduras to the U.S.) and Kingsley’s (Cameroon to France) immigration journeys. In your comparison/contrast consider the motivations which led them to leave home, their ages, their family situations, their travels, the borders they crossed, and the situations they faced in their new countries. Your analysis should include a mapping element which further demonstrates and aids your explanation of the physical borders which Enrique and Kingsley crossed. Spatial data used in this mapping element must include the use of outside sources such as Google Map and ESRI ArcView software to both collect and map the data.”</p>
<p>Students will find, seek out, evaluate and use suitable information on their own for an assignment appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>The Field Project, CTQ essays and maps, and mid-term and final exam essay questions.</p>	<p>Students research, read and write about various forms of information (ex. Narrative, oral history, spatial data), with emphasis on understanding the scholarly basis for creating and using each particular form. Students write essays which ask them to seek out and go beyond the information in the text and explain why that particular issue is best understood in a particular format. For example, this is a CTQ essay and mapping topic: “Compare and contrast the information you are able to learn from Kingsley’s Crossing as oral</p>

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		<p>history and Enrique's Journey as a narrative. Be sure to define oral history and narrative in your answer. Your analysis should include a mapping element which further demonstrates and aids your explanation of the physical borders which Enrique and Kingsley crossed. Spatial data used in this mapping element must include the use of outside sources such as Google Map and ESRI ArcView software to both collect and map the data."</p> <p>In addition, students will seek out information and write their own oral history through their Field Project Experience. Outside data collection for this project is variable. Each student is required to interview at least one participant and use that data in their assessment of the border crossing experience.</p>
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**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students read about, analyze and write about various international borders and race, class, and gender community borders, reflecting the diversity of global systems.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Human communities are a principal concern of the class. Globalization underwrites many of our activities and through this the students learn about the interconnectedness of world systems.</i>

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Students write three Critical Thinking Essays which consist of two written pages and one map each and two take home written exams of at least two pages each. The Field Project requires students to collect data in order to write a first person narrative/oral history of the experience of crossing a border.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	All projects, essays and exams are graded using a detailed writing rubric which covers content and writing proficiency (see rubric attached to syllabus).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Assignments: Course readings include key scholarly books and articles in the field of border studies
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	All written assignments require analysis and evaluation of social science information and sources.  See the descriptions of the CTQ Essays and Maps, Field Project, and Exams above.