

**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.]*

<b>Interdisciplinary Social Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
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 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. Students will be expected to explain these characteristics 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, 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 <u>all</u> 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 based on interdisciplinary social science critical thinking questions throughout the semester give students the opportunity to practice these skills.</p>	<p>These essays 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: Students are asked to compare the border crossing experiences of people in different places and</p>

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		<p>times, contexts and social situations. Students write an essay 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.</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 mid-term and final exam essay questions.</p>	<p>Students research, read and write about various forms of information (ex. Narrative, oral history), 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 topic: Compare and contrast the information you are able to learn from <i>Kingsley's Crossing</i> as oral history and <i>Enrique's Journey</i> as a narrative. Be sure to define oral history and narrative in your answer.</p> <p>In addition, they will seek out information and write their own oral history through their Field Project 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 overrides 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 of two pages each and two take home written exams of at least 2 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.



**Professor Knowles-Yáñez, Ph.D.**

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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 <b>beginning</b> of class)		30% (each essay = 10%)
Take home CTQ Mid-term exam (turn in at the <b>beginning</b> 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/1%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](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-Q4OesXF09iAGp3LMq2Pxgw>

**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/](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#28140,1980,2010,4,39,098297,-94.505205](http://datatools.metrotrends.org/charts/metrodata/_Blog/Maps/PovertyRace_DW/Map.html#28140,1980,2010,4,39,098297,-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](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-.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2008/08/17/magazine/17NewOrleans-.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](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](http://www.nola.com/katrina/index.ssf/2014/08/hurricane_katrina_then_and_now.html)

### **Week 16**

**Comparative Border Explorations**

### **Final Exam Week**

## **BRS 100 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.