

Area D7  
ID 170.5

**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*

**ABSTRACT**

<b>Course Abbreviation and Number: ID 170</b>	<b>Course Title: Introduction to Origins of Chicana Studies</b> <i>(modified title)</i>	
<b>Number of Units: 3</b>		
<b>College or Program:</b> XX <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall   XX <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: 2017	<b>Mode of Delivery:</b> XX <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b> Alicia M. Gonzales	<b>Email: amgonzal@csusm.edu</b>	<b>Submission Date: 10/31/16</b>

**1. Course Catalog Description:**

ID: 170: Interdisciplinary overview of the Chicana historical experience in the United States. Special emphasis on historical perspectives and the impact of key social institutions and socio-political, educational/intellectual, psychological, economic, technological, and cultural developments. Surveys historical origins and examines complex and interrelated developments within contemporary Chicana communities in the United States. Course material is divided into an introduction followed by select historical periods shaping Chicana culture and American history and how they relate to contemporary Chicana experiences and conditions. Students apply multiple theoretical perspectives and methodologies in written class work, class discussions, and written examinations.

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

XX <input type="checkbox"/>	Course description, course title and course number
XX <input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
XX <input type="checkbox"/>	Topics or subjects covered in the course
XX <input type="checkbox"/>	Registration conditions
XX <input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
XX <input type="checkbox"/>	Tentative course schedule including readings
XX <input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

Course Proposer _____	Date _____	Department Chair _____	date _____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		DC Initial	
	Support      Do not support*	Support      Do not support*	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Library Faculty _____	Date _____	Impacted Discipline Chair _____	Date _____
	Support      Do not Support*	Approve      Do not Approve	
	<input type="checkbox"/> <input type="checkbox"/>		

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_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Impacted Discipline	Date			GEC Chair	Date		
Chair							

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

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**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.	The course introduces social science theoretical perspectives and Chicana methodologies to examine the history of Chicana communities and that help students make and discuss future projections and to integrate historical lessons learned about community and of the strength of a proud and noble people. In particular, students are exposed to multidisciplinary and applied social science perspectives, theories, and methodologies that help frame historical experiences and conditions and link them to contemporary Chicana social issues, phenomena, and problems.	Assessment occurs through examination of course content, class discussions, and in written work. In critical thought paper final project paper #4: Students must describe and critically apply social science theories and methods to historical and contemporary problems. This can include the development of research questions, critical evaluation of historical evidence, data collection, or employment analysis.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	In the last third of this class students looks at the impact and influence of many Latino diaspora and the emergent diversity of today's Chicano population in the United States. The course examines the influence of race, class, gender, sexualities, immigration status, and trans-nationality upon social experiences in the United States.	Assessment occurs through examination of course content, class discussions, and in written work. In critical thought paper Critical thought Paper #3: Students will critically discuss a Chicana social topic or issue using an interdisciplinary approach to historically examine historical links to contemporary social phenomena and social issues within Chicana communities.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	This interdisciplinary course is a general overview that is both a complex and layered examination of the Chicana historical experience in the U.S. Special emphasis is on historical and multidisciplinary perspectives of the impact of key social institutions, socio-political, intellectual (educational), psychological, economic, technological, and cultural developments upon contemporary issues of Chicana Communities in the United States.	Assessment occurs through examination of course content, class discussions, and in written work. In critical thought paper #1: Students will discuss historical perspectives/theories to link the impact of key social-political, intellectual (educational), psychological, economic, technological, or cultural developments on contemporary Chicana issues.

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D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Special emphasis is given to historical and multidisciplinary perspectives to explain the impact of key social institutions, socio-political, intellectual (educational), psychological, economic, technological, and cultural developments upon contemporary issues of Chicanx Communities in the United	Assessment occurs through examination of course content, class discussions, and in written work. In critical thought paper #2: Students will examine the concept of intersectionality (The overlapping impact of race, class, gender, sexualities, and cultural context on individuals and/or local transnational community issues and social problems.
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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>
Students will communicate effectively in writing to various audiences. (writing)	Students must address both national and community level social experiences in written work and class discussions.  Students are exposed to multiple historical and multidisciplinary perspectives to examine the impact of key social institutions, socio-political, intellectual (educational), psychological, economic, technological, and cultural developments upon contemporary issues of Chicanx Communities in the United	Students are assigned 4 critical thought papers and have 3 written examinations
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	This is an interdisciplinary course that gives a general overview and a complex and layered examination of the Chicanx historical experience in the U.S. Special emphasis is on critical thinking upon historical and multidisciplinary perspectives and the impact of key social institutions, socio-political, intellectual (educational), psychological, economic, technological, and cultural developments upon contemporary issues of Chicanx Communities in the United	Students are assigned 4 critical thought papers and have 3 written examinations, as well as, expected to engage in interactive class discussions. Students will demonstrate their ability to think critically and analyze a social issue or problem in their final course paper.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will have 3 assigned Information literacy days, as well as, time devoted to comparing Chicanx Epistemologies and critical relevant frameworks. Library faculty is incorporated into the course syllabus.	Attendance of information literacy days, graded written work, class discussions and examinations. Students missing literacy information days must attend a makeup class with the instructor

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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 checked="" 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 checked="" 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): This course introduces students to critical methodologies and multidisciplinary theoretical perspectives that help students make and discuss future projections and integrate historical lessons learned about community and its many layers of diversity
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): A key course focus is upon the impact and influence of many Latino diaspora and the emergent diversity of today's Chicano population in the United States. The course examines the influence of race, class, gender, sexualities, immigration status, and transnationality upon social experiences.

**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 have 4 critical thought papers that are the minimum of 2-3 pages. Additionally students with take 3 written quizzes covering the course material
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Students are evaluated based upon, class discussions, participation, 3 written examinations and 4 written critical thought papers.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students are required to research their written critical thought papers and utilize scholarly sources from multiple relevant disciplines.
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.	Students will have 3 class periods devoted to information literacy. A library resource person will be invited to 2-3 class periods to facilitate information literacy and the library component use. Students will also be assigned researched - critical thought papers that require them to read, evaluate and analyze social science information and develop an effective and supported critical argument.



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ID 170-5  
Area D7

**ABSTRACT**

original title. modified  
per HIST  
request

Course Abbreviation and Number: ID 170	Course Title: <b>Introduction to Socio-Historical Foundations of Chicana in the United States</b>	
Number of Units: 3		
College or Program: XX <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall XX <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2017	Mode of Delivery: XX <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Alicia M. Gonzales	Email: amgonzal@csusm.edu	Submission Date: 10/1/16

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**SIGNATURES**

*Alicia M. Gonzales* 10/01/2016  
Course Proposer Date

*Mary Ann G. Harris* 10/19/16  
Department Chair date

*Please note that the department will be required to report assessment data to the GEC annually.*

DC Initial

Library Faculty	Date	Support <input type="checkbox"/> Do not support* <input type="checkbox"/>	Impacted Discipline Chair	Date	Support <input type="checkbox"/> Do not support* <input type="checkbox"/>
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_____ Impacted Discipline Chair	_____ Date			_____ GEC Chair	_____ Date		

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