

From: Matthew Atherton <matherto@csusm.edu>

Date: Friday, April 14, 2017 at 5:41 PM

To: jjameson <jjameson@csusm.edu>

Cc: Linda Shaw <lshaw@csusm.edu>

Subject: Re: SSCI 300

Hi Julie,

Thanks for your e-mail. I think earlier version of the class would have probably been more appropriate for area E. However, when we put the course forward in Social Sciences we shifted the focus to an social science based examination of student success. So the overall topic of the class is student success and the readings throughout the semester approach elements of that topic from different social science perspectives. So there are readings from the sociology , women's studies, psychology, and history perspectives. For example, in the initial offering of the course we did a section on the concept of grit where students would do a brief reading and exercise in class to demonstrate the concept. However, in the new syllabus there is an introductory reading about grit, then there are multiple readings that look at the academic discourse (in psychology and sociology) about the utility and measurability of grit. This explores the empirical and theoretical academic discourse around the topic and aims to achieve the goal of an academic examination of student success.

One point of clarity on the syllabus, the middle column is the topic and the right column is the title of the reading. For example, The topic for that week is Student Struggle and Stratification, "Why Aren't African-Americans going to college?" is a peer reviewed journal article that looks at the historical disadvantages African Americans have experienced and obstacles that have prevented them from educational attainment. Likewise "Understanding Student Success through the lens of History" and "Gender Inequality in Higher Education" are not topics, those are the titles of academic readings. These readings are from different disciplines as I mentioned above and they provide the diverse social science knowledge that students will apply to the overarching topic of student success. If it is a matter of adding more readings, that can be done, but I just want to make it clear that the majority of readings are academic in nature and span numerous social science fields.

I would be happy to meet to discuss this more, do you have free time next week? We are hoping to get this class approved for the fall if possible.

All the best,

Matt

From: Julie Jameson <jjameson@csusm.edu>

Date: Monday, April 10, 2017 at 7:03 PM

To: Matt Atherton <matherto@csusm.edu>

Cc: Criselda Yee <cyyee@csusm.edu>

Subject: SSCI 300

Hi Matt,

The GEC reviewed your course, SSCI-300, last week and they still have questions about the course. I would be happy to meet with you to discuss their comments so that I can clarify anything you need to move forward, but I will attempt to list their comments below for your reference.

Should this course be an Area E course?

There is concern that this is too "skills" based for a DD course. Perhaps you could give evidence to show that it belongs in the DD category. This would include examples of readings on the syllabus that reflect the social sciences, sample assignments that delve into social science concepts (for example, when you raise topics such as "why aren't more African-Americans going to college?" are students expected to use social science reasoning along with the multidisciplinary approach?). This information should go in the syllabus and be discussed in the GE form.

So to sum it up, the committee found it difficult to classify the course as a DD. There was no question that the course is important for our transfer students and set up as a substitute for GEL (which our transfer students would not receive). I think the difficulty is that as described the course is a better fit for area E. If there is a strong rationale for making it a DD, then let's meet to help you get the evidence together to make your case. I am here to help you in any way you need, just let me know what I can do.

Best regards,
Julie

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