

**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.	At the beginning of each unit, students will be introduced to important theoretical concepts and problem-solving approaches. Students will be asked to utilize these approaches in their written assignments throughout the course.	A student will be asked to demonstrate the ability to critically evaluate evidence presented in a written argument. This will be assessed in their case briefs and research paper.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	These issues are covered throughout the course. For example, in the units on female genital surgery, Nunavut, and Slumdog Millionaire the students will be exposed to issues of race, class, and gender, applying them to different cultural contexts around the world.	A student will be asked to demonstrate this ability/skill by writing case study briefs and a research paper. These topics will be presented and covered throughout the course and students will also analyze this information in class discussions and on exams.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will be exposed to multiple perspectives throughout the semester. For example the unit on Gulf Wars I and II will highlight political, economic, technological, and cultural developments. One of the main themes of the course is the process of globalization; this by definition includes all of these perspectives.	A student will be asked to demonstrate knowledge of multiple perspectives in written briefs or essays on topics throughout the semester.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Global Studies is comprised of multiple disciplines, including Political Science, History, Economics, and Sociology. The course will highlight the approaches of various disciplines in explaining global phenomena.	A student will be asked to demonstrate this ability/skill in all written work for the course. As a multidisciplinary program, students will be exposed to different perspectives throughout and be expected to gain an understanding of the importance of various approaches.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
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<p>Students will communicate effectively in writing to various audiences. (writing)</p>	<p>The process of conducting and writing a case study is discussed throughout the class. Students complete case study assignments and engage in discussion about the cases during class. Feedback is provided on each case study to allow students to improve their writing skills.</p>	<p>A student will be asked to demonstrate this ability/skill in various written assignments addressing, for example, policymakers, various interest groups, or their classmates.</p>
<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>Critical thinking is encouraged through the writing of case studies and class discussion. Students will be asked to put forward solutions for the various global problems discussed in the course via class discussion, exams, and case briefs.</p>	<p>A student will demonstrate this ability/skill through written work and verbal contributions to small group and class discussions.</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>As preparation for the research paper, students will be taught the difference between scholarly and non-scholarly sources. Students will work with our librarian, Allison Carr, to find appropriate materials to conduct their research. Class lectures will cover appropriate sources and materials as well.</p>	<p>A student will demonstrate this ability/skill by writing a research paper.</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.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No x <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No x <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No x <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	x <input type="checkbox"/> No <input type="checkbox"/> Yes (please describe): <i>Global Studies contains a focus on the cultures and condition of societies and peoples around the world thus exposing students to information concerning race, ethnicity, gender, sexual orientation, nationality, and religion.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No x <input type="checkbox"/> Yes (please describe): <i>Global Studies contains a focus on the cultures and condition of societies and peoples around the world.</i>

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

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Case Study Briefs, Research Paper
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Written feedback on students written work.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Research paper and midterm and final exams.
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.	Research paper. Students are required to produce an 8-page research paper that addresses an issue or subject of current and/or enduring interest and significance in Global Studies. The course calendar and assigned readings provide a significant number of such topics. The paper requires academic research and analytic writing in support of a clear thesis statement. This assignment is designed to assist students in the development of appropriate theses, to guide them in the conduct of research, to build a set of analytical skills and perspectives drawn from relevant academic disciplines, and to develop further their academic writing skills.

GLOBAL STUDIES 100

Introduction to Global Studies

This is a sample syllabus. The course is taught by multiple instructors and each will construct their own research assignment and some course subjects may be switched with other relevant topics.

Instructor Information

DESCRIPTION: This course is an introduction to the emerging field of Global Studies. Although grounded in the Social Sciences (hence its D7 category for fulfilling Lower Division General Education requirements), Global Studies is an interdisciplinary field that exams global processes and cultures and the interrelations between them. In this course, students will be introduced to the concept and issues, the institutions and organizations that concern Global Studies, among them issues like globalization, global security and global climate change. One of the primary assumptions of Global Studies as a field is that many current issues facing the world do not recognize or respect national boundaries. Therefore, these issues need to be considered in a wider perspective. Global Studies also recognizes that culture greatly influences perceptions of the world, and that to work together to address global issues, people must respect and listen to a variety of global perspectives.

By the end of this course, students:

- Will understand the world as an extensive networks of both mutual and competing relationships through class readings, discussion, and briefs.
- Will have a working definition of globalization as a continuing historical process with economic, political, ideological and cultural dimensions through course readings and discussions as demonstrated on the midterm and final exams.
- Will find, evaluate and use relevant sources of information about world affairs through the completion of a research paper.
- Will be able to read and understand a variety of texts in order to identify their arguments and positions and will be able to discuss them at length orally or in writing through course readings and discussions as demonstrated on the midterm and final exams and class participation.
- Will be able to interpret information on graphs, charts and maps and understand the claims being made through course readings and discussions as demonstrated in case study briefs and the midterm and final exams.
- Will become conversant with pressing global issues through course readings, discussions, and all assignments.

This course also meets the General Education Learning Outcomes (D7):

- 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. (D1). You will meet the requirement through your case study readings and written briefs, as well as your research paper.
- Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies. (D2) You will meet this requirement through your case study readings and briefs (in particular the case studies covering Female Genital Surgery, Nunavut, and Slumdog Millionaire), as well as your research paper.

- Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments. (D3) You will meet this requirement through the case study readings, in particular those on the Gulf War I and II, as well as the research paper.
- Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues. (D7.1) You will meet this requirement through your midterm and final exams.

BOOKS AND OTHER COURSE MATERIALS: The following books have been ordered for this course:

Kelleher, Ann and Laura Klein. *Global Perspectives: A Handbook for Understanding Global Studies* (3rd ed.), 2006.

Smith, Dan. *The Penguin State of the World Atlas* (8th ed.), 2008.

Other readings and materials will be assigned and accessible on the internet through Cougar Courses/Moodle.

CLASS ASSIGNMENTS AND GRADES: Grades in the course are tied to a 100 point scale. Grades will be assigned based on your point total at the end of the semester as follows:

93-100	A	73-77.5	C
90-92.5	A-	70-72.5	C-
88-89.5	B+	68-69.5	D+
83-87.5	B	63-67.5	D
80-82.5	B-	60-62.5	D-
78-79.5	C+	below 60	F

NOTE:

The class assignments consist of:

5 short "briefs"	5 pts each	25%
Research paper	25	25%
Midterm	20	20%
Final Exam	20 pts each	20%
Participation	10	10%

Directions for completing the Briefs will be distributed and discussed in class. These are short, 2-3 pp. writing assignments.

Research Paper: Students are required to produce an 8 page research paper that addresses an issue or subject of current and/or enduring interest and significance in Global Studies. The course calendar and assigned readings provide a significant number of such topics, but I am more than happy to help you pick a topic. The paper requires academic research and analytic writing in support of a clear thesis statement. This assignment is designed to assist students in the development of appropriate theses, to guide them in the conduct of research, to build a set of analytical skills and perspectives drawn from relevant academic disciplines, and to

develop further their academic writing skills. You must use scholarly sources and proper citations. These items are VERY important and we will talk early in the semester about proper sources and citations. If it still is not clear, please come see me. Grammar and spelling do count, so please spell check and seek assistance with your writing if necessary. Your topic and working bibliography are due in Week 5 and your paper is due in Week 14.

Class participation grade is based not only on your involvement in class discussion during class hours, but also on your involvement in online group discussions/projects. Part of your class participation grade has to do with attendance. If you are not in class, you aren't able to participate.

UNIVERSITY WRITING REQUIREMENT: This course complies with the University Writing Requirement that mandates students write at least 2500 words in every course.

ACADEMIC HONESTY: Students should refer to the statement in the university catalogue concerning academic honesty. There is no excuse for plagiarism or other forms of dishonesty and they will not be tolerated. Depending on the severity of the infraction, the instructor reserves the right to address instances of dishonesty with failure on a particular assignment or failure in the entire course. *Please note: You must keep an electronic copy of all materials submitted for evaluation in this course until final grades are posted. If you are asked to provide the instructor with an electronic copy of written work, you must produce it within 24 hours. If you are unable to produce the requested copy, you will automatically fail the assignment.*

If you have questions about what constitutes plagiarism or about actions which you think might be ethically suspect, please ask me before you act and put your academic career in jeopardy.

ACCOMMODATIONS: Students requiring special accommodations for any in-class work or any assignments should consult with the office of Disabled Student Services (750-4905). I can only make accommodations for students that are requested by that office on your behalf.

STUDENT RESPONSIBILITIES: You are expected to attend class, keep up with the readings and do assignments on the schedule outlined by the instructor. Most importantly you are expected to think about the assigned readings and to be prepared to talk about them in class.

I encourage students to use office hours as a vehicle for further discussion and clarification of the issues raised in class; as a way of seeking assistance in completing required assignments; and, as a time and place to discuss obstacles to your success in the class. I am happy to work with you to address difficulties you may encounter in the course material or in trying to succeed in this course.

I care about whether or not you learn the material under discussion in this class and about whether or not you pass this course; **HOWEVER**, I do not, cannot and will not care more about your success in the class than you do. In order to succeed in this class, it has to be important to you. Ultimately, the responsibility for passing this class is yours, it is not mine. If you find that you are having trouble with any aspect of this course (assignments, attendance, etc.) or are having any problems that make your success in this course doubtful (illness, work, etc.), please talk with or e-mail me as soon as possible and certainly before the problem escalates too far. Too frequently, students wait until nothing can be done to help them before alerting someone to a problem. Students in this course must take responsibility for their own learning and for their progress: this includes seeking help when they need it.

READING AND ASSIGNMENT SCHEDULE

You will be expected to have finished the reading and/or film assignment by the date/class on which it appears unless otherwise indicated. This means that you should be able to contribute your insights (and questions) about the work listed on a particular to the class discussion or in response to questions from the instructor on that date.

All assignments will be based in the required books or will be available online on or through the Cougar Courses (Moodle) site for this class. These materials are indicated in red below. The links for much of this material is also active through the syllabus

Week 1

- January 19 Course Introduction and Syllabus
- January 21 Introduction - What are Global Studies? What are they good for?

Week 2

- January 26 Kelleher, pp. 2-9, 11-15
- January 28 Kelleher, pp. 9-11
What is a Failed State?
http://global-security.suite101.com/article.cfm/what_is_a_failed_state
Failed State Index
http://www.fundforpeace.org/web/index.php?option=com_content&task=view&id=292&Itemid=452
UN Charter, Articles 1 & 2
<http://www.un.org/en/documents/charter/chapter1.shtml>

Week 3

- February 2 Kelleher, pp. 15-17
Short excerpt from Thomas Friedman, *The World is Flat* (2005)
<http://today.msnbc.msn.com/id/7356039/>
Thomas Friedman on *The Daily Show with Jon Stewart*, April 5, 2005
<http://www.thedailyshow.com/watch/tue-april-5-2005/thomas-friedman>
Pankaj Ghemawat, *The World Isn't Flat* (2007)
<http://www.fntg.org/news/index.php?op=read&articleid=2445>
Smith, graphs on pp. 42-51

- February 4 Continue discussion of globalization

Week 4

- February 9 Kelleher, pp. 21-36
Smith, graphs on pp. 22-25, 32-33, 80-81
"Beyond the Minaret Ban", *Christian Science Monitor*, Dec. 12, 2009. (pdf)
- February 11 Case Study: Female Genital Surgery (Kelleher, pp. 36-41)
Case Brief #1 due (Groups 1-4)

Week 5

February 16 Kelleher, 45-54
The Universal Declaration of Human Rights
<http://www.un.org/en/documents/udhr/>

February 18 Case Study: Nunavut: A New Territory for an Indigenous Nation (Kelleher, pp. 54-64)
Case Brief #1 due (Groups 5-8)

Week 6

February 23 Continue discussion of Case Study: Nunavut: A New Territory for an Indigenous Nation

February 25 Kelleher, pp. 66-77
Smith, graphs on pp. 26-27; 36-41; 54-55

Week 7

March 2 Kelleher, pp. 77-86
Smith, graphs on pp. 18-21; 28-31
David Brooks, "The Underlying Tragedy", *New York Times*, January 14, 2010.
<http://www.nytimes.com/2010/01/15/opinion/15brooks.html>

March 4 Kelleher, pp. 94-113

Week 8

March 9 Watch *Slumdog Millionaire* (2009) for class - available in Video on Demand
Emily Wax, "Protests and Praise: Slumdog's Mumbai is Divisive", *Washington Post*, January 23, 2009.
<http://www.washingtonpost.com/wp-dyn/content/article/2009/01/22/AR2009012204082.html>

Write-up of *Slumdog Millionaire* issues brief #2 due (all groups)

March 11 In-class Midterm Exam

Week 9

March 16 Kelleher, pp. 114-133

March 18 Begin discussion of migration

Week 10

March 23 Smith, graphs on pp. 108-119

“The Great Migration”, *60 Minutes*, Oct. 4, 2009.
<http://www.cbsnews.com/video/watch/?id=5362301n>

March 25 Case Study: Brazil and the Tropical Rain Forest (Kelleher, pp 133-140)
Case Study Brief #3 Due (all groups)

Spring Break NO CLASSES

Week 11

April 6 Kelleher, pp. 141-160
Smith, graphs on pp. 96-105

April 8 “Health, Sustainability and Globalization”, Australian Broadcast Corporation, June 12, 2009
http://fora.tv/2009/06/12/Health_Sustainability_and_Globalization
“The Threat of Global Pandemics”, Council on Foreign Relations Panel, June 16, 2006
Transcript:
http://www.cfr.org/publication/8198/threat_of_global_pandemics.html
Audio or MP3 download:
http://www.cfr.org/publication/8204/threat_of_global_pandemics_audio.html

Health Brief #4 Due

Week 12

April 13 Kelleher, pp. 161-183
Smith, graphs on pp. 58-59; 64-67; 74-75

April 15 Begin discussion of conflict

Week 13

April 20 Case Study: Gulf Wars I and II (Kelleher, pp. 184-189)
Case Study Brief #5 due

April 22 Kelleher, pp. 191-215
Smith, graphs on pp. 60-63; 68-73

Week 14

April 27 UN Sec Gen Ban Ki-Moon speech in Berlin, July 15, 2008
<http://www.un.org/News/Press/docs/2008/sgsm11701.doc.htm>
Pres. Barack Obama’s Nobel Prize Acceptance Speech, December 11, 2009
http://www.nytimes.com/2009/12/11/world/europe/11prexy.text.html?_r=3&pagewanted=all
“Responsibility to Protect: An idea whose time has come - and gone?”, *The Economist*, July 23, 2009.

<http://www.responsibilitytoprotect.org/index.php/component/content/article/35-r2pcs-topics/2511-the-economist-responsibility-to-protect-an-idea-whose-time-has-comeand-gone>

April 29 Kwame Anthony Appiah, "Cosmopolitanism: Ethics in a World of Strangers", speech given at UCSB, February 1, 2006.
<http://www.youtube.com/watch?v=esZQ2cf2Gkw>

Research Paper Due!

Week 15

May 4 Continue discussion of Human Rights

May 6 Preparation for final exam and summing up of the class - Final thoughts

FINALS WEEK: Our in-class final is scheduled for Tuesday, May 11 @ 9:15-11:15

Elizabeth Matthews

From: Allison Carr
Sent: Friday, January 31, 2014 8:12 AM
To: Elizabeth Matthews
Subject: Re: recertifying GBST 100

Hi Elizabeth,

That's helpful to know. The description you have below should suffice. You might want to explain to GEC that each instructor will create their own research assignment, and this is your sample. I edited your SLO which will make it clear to the other instructors of GBST 100 that students are to find their own sources, instead of use course readings:

Will be find, evaluate and use relevant sources of information about world affairs through the completion of a research paper.

Other than that, I think everything looks good. Please consider this my signature on the form, otherwise, I can sign, scan and email it to you.

Best,
Allison

From: Elizabeth Matthews <ematthew@csusm.edu>
Date: Thursday, January 30, 2014 11:17 PM
To: allison carr <acarr@csusm.edu>
Subject: RE: recertifying GBST 100

Hi Allison,

Thanks so much for this. I left the research paper open because multiple faculty teach this course and should be able to design the research paper as they see fit. I can put a sample in there, but faculty will do it differently. If you think I should add one, how about what's below? Is that enough? Even if designed by different faculty, they will all indeed be expected to require students to find their own sources and use them appropriately. Is there a way you suggest I make that clear is that SLO?

Thanks again,
Elizabeth

Research Paper Assignment

Students are required to produce a research paper that addresses an issue or subject of current and/or enduring interest and significance in Global Studies. The course calendar and assigned readings provide a significant number of such topics, but I am more than happy to help you pick a topic. The paper requires academic research and analytic writing in support of a clear thesis statement. This assignment is designed to assist students in the development of appropriate theses, to guide them in the conduct of research, to build a set of analytical skills and perspectives drawn from relevant academic disciplines, and to develop further their academic writing skills. You must use scholarly sources and proper citations. These items are VERY important and we will talk early in the semester about proper sources and citations. If it still is not clear, please come see me. Grammar and spelling do count, so please spell check and seek assistance with your writing if necessary. Your topic and working bibliography are due in Week 5 and your paper is due in Week 14.

Elizabeth G. Matthews, Ph.D.
Department of Political Science
California State University San Marcos