

**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: LBST 100</b>	<b>Course Title: Order and Change: Multiple Perspectives</b>	
<b>Number of Units:3</b> _____		
<b>College or Program:</b> <input checked="" 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 <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer   Year:2014	<b>Mode of Delivery:</b> <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print): Jocelyn Ahlers (recertification of existing course)</b>	<b>Email:jahlers@csusm.edu</b>	<b>Submission Date:5 February 2014</b>

**1. Course Catalog Description:** Through the interdisciplinary analysis of one social issue in depth, students learn the components of the scientific method (variables, hypothesis formation and testing), explore methods and objectives of at least four social science disciplines, and examine multiple perspectives such as gender, race, and class. Students learn about the social construction of community, regional, national, and/or global problems, the interconnections between those levels, and how social change occurs over time.

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

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" 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
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions <b>NONE</b>
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____ <i>DC Initial</i>
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
	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"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

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

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Course Coordinator:      Phone:      Email:

*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.	During the semester, the course includes lectures on the goals and methods of three social scientific disciplines: anthropology, history, and linguistics. They also read works informed by those lenses. The overarching goal of the class is for students to use these lenses to come to a critical understanding of the public school system as it currently exists in the U.S. broadly and California specifically.	Through assignments which require students to apply the lenses of each of these fields to the analysis of data they gather themselves (about a focus high school in the region).
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Covered throughout the course readings and lectures, which introduce students to the many ways in which race, class, gender, and home culture have an impact on students' success in the public school system in the United States.	Students are expected to apply the concepts introduced in the course readings to their research on their focus high schools. Throughout the semester, they will conduct research on a specific high school, looking at the data that they gather through the lenses introduced to them in their course readings and lectures. For example, in one assignment, students must research the demographics of their chosen high school and then, based on the information in the course texts, hypothesize as to the likely student success outcomes (in, e.g., test results, college admission rates, etc) given the school's demographics. The next assignment requires them to research those metrics of student success and to reflect on whether, how, and why they matched (or didn't)

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		their hypothesized outcomes. Tests throughout the semester also cover this material.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Throughout the semester, the focus is on the public school system in the U.S., including the major political, economic, and cultural developments that have had an impact on the success of that system.	Reading quizzes, online discussion forums. In quizzes, students will demonstrate their basic acquisition of the information presented in the course texts and lectures. In online discussion forums, students will apply that knowledge in developing answers to thought questions such as, Does the government of a democratic nation have an obligation to provide high-quality public education to its citizens?
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	One overarching goal of the course is to show students that a complex system such as the public school system 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 the public school system, slowly building a more coherent picture of the roles that history, race, class, linguistic background, and home culture play in student success (or lack thereof).	The high school focus paper requires students to take into account all of the disciplines to which they have been exposed, and to use them in conjunction to achieve a deeper understanding of their chosen high school than they would otherwise be able to reach. This paper is cumulative; students move through small assignments focusing on each of the disciplinary areas introduced in the class before pulling them all together into one coherent picture of the school. For example, the first small paper asks them to look at the history of the school's community and of the school itself, and to hypothesize on what they might find within the school based on its context. They then turn to the demographics of the school population and the resources available for students at the school,

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		using those to predict student success, etc.
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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)	Discussion forums and formal papers throughout the semester give students the opportunity to practice these skills.	Discussion forums, short papers, final paper. For example, throughout the semester, students will use the course information to engage in written discussions with group members, focused on answering open-ended thought questions about the public school system. In these assignments, they initially post their own answers, and are then required to respond to a set number of their peers' posts. These are graded both on content and form.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Discussion forum prompts are designed to encourage students to think critically about specific questions related to the public school system in the U.S. (e.g., the utility of standardized tests and their outcomes).	Discussion forums, reading quizzes. The discussion forums, focused as they are on open-ended thought questions (for example, "Is education a public good?"; "How should school districts handle the de facto segregation of their students?"), require students to apply the information acquired in class critically in order to develop their responses.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	One goal of the semester is for students to develop a detailed picture of a particular high school in the San Diego region. They must gather specific information about that high school and its surrounding community during the course of the semester.	Short papers, final paper. For example, in the final paper, students must choose a specific high school and conduct research about that school, including but not limited to, the history and demographics of the community where the high school is located, the demographics of the student body, the resources available for students at the high school, and success rates of students (including test scores, graduation rates, and college acceptance rates). This research requires searching online databases with information about California's schools; searching city hall records online; and, often, calling the high school in question to get specific information about resources available to students.

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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 checked="" 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>This course takes a comparative approach to understanding student success and failure within the context of the public education system in the U.S.; it also explicitly addresses the role of surrounding community demographics in school funding and success.</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>This course addresses the role of national policies in local school success (for one example).</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.	See syllabus (note discussion forums, short papers, and final paper in particular).
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Grading of all written assignments, including detailed commentary from professor (use TurnItIn to allow detailed comments and editing on all written assignments).
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 books and articles in the field of critical education 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.	High school research project.

Liberal Studies 100  
Order and Change: Multiple Perspectives  
Fall 2013, T 10:30-11:45 and online

**Professor:** Dr. Jocelyn Ahlers   **Phone:** 760-750-8014   **Email:** [jahlers@csusm.edu](mailto:jahlers@csusm.edu)  
**Office hours:** Thursday 10:30-12:00, and by appointment   **Office:** SBSB 4228

**Course Description:**

Through the interdisciplinary analysis of public education in the United States generally, and California more specifically, students will learn the components of the scientific method (variables, hypothesis formation and testing), explore methods and objectives that multiple social scientific disciplines can bring to bear on this area, and examine multiple perspectives such as gender, race, and class. Students will learn about the social construction of education at the community, regional, and national levels, the interconnections between those levels, and how social change occurs over time.

By the end of the class, students will:

- Have a general understanding of the complexities of public education in the United States;
- Have a specific understanding of the recent history of public education in both the United States and in California;
- Consider the multiple constituencies served by the public education system;
- Develop their own understanding and definition of what it means to “be educated”, and what the goals and roles of publically-funded education are in the United States;
- Be able to describe some of the challenges faced by the public education system in the United States generally and California specifically;
- Apply the general course concepts to the research and analysis of a specific high school in the San Diego region.
- 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.
- Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.
- Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments.
- Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.

**Required reading:**

- Rose, Mike. *Why School? Reclaiming Education for All of Us.*
- Kozol, Jonathan. *Savage Inequalities: Children in America’s Schools.*
- Crawford, James. *Advocating for English Learners, Selected Essays.*

- Ravitch, Diane. *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*.
- Ladson-Billings, Gloria. *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*.
- Gruwell, Erin. *Teaching Hope: Stories from the Freedom Writer Teachers*.
- Plus additional articles and chapters to be distributed through Cougar Courses.

**Grades:**

Attendance and participation	10%
Reading quizzes	30%
Online boards	30%
Short data-gathering papers	20%
Final paper	10%

TOTAL: 100%

**Expectations in a hybrid class:**

This is a hybrid course, which means that we will only meet one day per week in the classroom, and a significant portion of class work will take place online. For all CSUSM courses, it is expected that students will engage in **at least** three hours of work outside of the classroom **for each course unit**, plus the usual “in-class time”. Since an hour and fifteen minutes of our “in-class time” is also taking place outside of the usual classroom setting, this means that you should be prepared to spend **at least 10 hours** outside of our class meeting time doing work for this class each week, and the course assignments and expectations will be geared accordingly. It is also important to note that this is NOT a self-paced course; online assignments will open and close at specific times during each week, and will not re-open once the due date has passed.

**Participation:**

Class participation is evaluated based on attendance, and on the asking and answering of questions during the class period; it is also based on participation in group presentations of conclusions reached in the online discussion boards. In the first week of the semester, students will be placed into small working groups. The goal of these working groups is to allow students to work together to debate and reach conclusions about questions presented (by me) on the online discussion boards during each week of class. These conclusions will then be presented briefly in class during broader discussions about each week’s reading(s). Due to the importance of participation, **cell phones are banned** from class, and will be confiscated if I see them. Furthermore, if you are not in class by the time I have finished taking roll, I will not add you to the roll sheet later (although your participation will still be noted). The readings and assignments listed in the previous week’s “online” section (see below) should always be completed prior to coming to class on Tuesday mornings.

**Course assignments:**

**NO LATE ASSIGNMENTS WILL BE ACCEPTED**

**Reading quizzes:**

Each course reading/movie will have an associated online quiz. These quizzes will close before the day that the reading assignment is to be completed, and before the discussion forum questions related to that reading are posted. Please pay careful attention to the closing dates of these quizzes, as they will not be re-opened, and failure to complete a quiz will lead to a score of 0.

**Online boards:**

Students will be expected to participate in online discussion boards throughout the semester. Each working group will have its own online discussion board. For any given question posed by me on the boards, students will be expected to:

1. Present at least one post with a well-articulated opinion, supported by quotes from class readings (additional quotes and information from sources outside the class are also welcome and should be cited per academic standards);
2. Post at least two responses to the posts of other group members;
3. Respond to comments made by other group members on their original post.
4. Finally, the group should end each discussion prepared to present conclusions to the class during our in-class discussion of the question and related readings; these conclusions should be supported by evidence.

**These discussion forums constitute writing assignments per the University-Wide Writing Requirement, and will be graded based both on content and on grammaticality and coherence. Furthermore, they are one significant way in which the achievement of student-learning outcomes (as listed at the beginning of the syllabus) are assessed.**

**Short data-gathering papers:**

Early in the semester, students will choose a San Diego county high school as their focus for the semester. Throughout the course, students will be gathering data about these schools in the form of short papers (e.g., student demographics, school funding, graduation rates, etc). Much of this information can be found online, but some will require actually contacting the school in question to seek out the information. For the purposes of these assignments, this data must be analyzed in light of the information and theories presented in the course readings; **these analysis will be a further way in which the achievement of student-learning outcomes (as listed at the beginning of the syllabus) are assessed.** Further guidelines will be given in each assignment.

**Final paper:**

The final paper for this class will be composed of the aggregated information gathered in the short information papers, analyzed in light of the information learned during the semester. Further guidelines will be distributed.

**Notes:**

- I check email frequently, and can respond to many questions that way.
- And, of course, I am always willing to make appointments outside of my office hours when necessary.



### **University Academic Honesty Policies:**

- Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the instructors of both courses.
- The maintenance of academic integrity and quality education is the responsibility of each student within CSUSM and the CSU system. Cheating and plagiarism in connection with an academic program at a campus is listed as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction. You may assume that any paper which includes an instance of cheating or plagiarism will automatically be given a zero; further disciplinary action will be decided upon at that time, and may include removal of the cheating student or students from the class with a failing grade.

**Students with disabilities** are encouraged to discuss with me as soon as possible any special testing, homework, seating, or other arrangements that might be necessary.

### **Schedule of readings and assignments**

Please note: The assignments and readings listed under “online” should be completed between Tuesday class meetings. Some of those assignments may be due BEFORE Tuesday morning the next week (quizzes are one example of such assignments); please be sure to pay close attention to individual due dates on each of the assignments as described on the course website.

#### History and reasons for/goals of publically-funded education

##### *Week 1*

T Aug 27: Class introduction.

Online:

- “Meet” with groups online.
- Read Horace Mann (link posted on Cougar Courses; pp 12-17, 19-28, 41-43, 55-56; 122-125).
- Read Why School? (Introduction and chapters 1-4).
- Take online quiz 1.
- Choose school which will be focus of the semester’s assignments.

##### *Week 2*

T Sept 3: Lecture on historiography. Discuss reading. Statement of school for semester’s assignments **DUE**.

Online:

- Finish Why School?
- Take online quiz 2.
- Post responses to online thought question.

##### *Week 3*

T Sept 10: Discuss thought question.

Online:

- Watch From First to Worst.
- Read California Academic Master Plan (Chapter 1, and summary of major features; posted on Cougar Courses).
- Take online quiz 3.
- Post responses to online thought question.

### Ethnicity/demographics/sociology

#### *Week 4*

T Sept 17: School history/context assignment **DUE**. Discuss From First to Worst and thought question. Read Savage Inequalities (Looking Backward, and Chapters 1 and 2).

Online:

- Read Savage Inequalities (Chapters 3).
- Read excerpt from “Multiplication is for White People”: Raising Expectations for Other People’s Children (posted on Cougar Courses).
- Take online quiz 4.
- Post responses to online thought question.

#### *Week 5*

T Sept 24: Lecture on anthropology and methods. Discuss reading and thought questions.

Online:

- Read two articles on learning styles (posted on Cougar Courses).
- Take online quiz 5.

#### *Week 6*

T Oct 1: Discuss readings.

Online:

- School demographics assignment **DUE**.
- Post responses to online thought question.

### Multilingualism and linguistics

#### *Week 7*

T Oct 8: Discuss thought question. Lecture on bilingualism.

Online:

- Read: Crawford (Making Sense of Census 2000; Monolingual and Proud of It; Plus ca Change; Concern or Intolerance: What’s driving the anti-bilingual campaign; Official English Legislation: Bad for Civil Rights, Bad for America’s Interests, and Even Bad for English; Loose Ends in a Tattered Fabric: The Inconsistency of Language Rights in the USA).
- Take online quiz 6.

#### *Week 8*

T Oct 15: Lecture on linguistics and methods. Bilingual education – discussion and additional information.

Online:

- Read Crawford (Ten common fallacies about bilingual education; ‘Accountability’ vs Science in the Bilingual Education Debate; Hard sell: Why is bilingual education so unpopular with the American public; Has Two-Way Been Oversold?; The Bilingual Education Act, 1968-2002: An Obituary).
- Take online quiz 7.
- Post responses to online thought question.

*Week 9*

T Oct 22: Discuss thought question.

Online:

- Language demography assignment **DUE**.
- Readings on heritage languages (Crawford, Heritage Languages in America: Tapping a ‘Hidden’ Resource; Romaine, on Cougar Courses site).
- Take online quiz 8.

Recent trends: high stakes testing/assessment, Common Core

*Week 10*

T Oct 29: Endangered and heritage languages.

Online:

- Read Ravitch (Chapters 1-4).
- Read articles on cheating scandals in high stakes testing (posted on Cougar Courses).
- Take online quiz 9.

*Week 11*

T Nov 5: Lecture on sociology and methods. Discuss previous week’s readings.

Online:

- Read Ravitch (Chapters 5-8).
- Watch Waiting for Superman.
- Take online quiz 10.

*Week 12*

T Nov 12: School success assignment **DUE**. Discuss readings and movie.

Online:

- Read Ravitch (Chapters 9 and 11)
- Post responses to online thought question.

Teachers’ experiences and preparation

*Week 13*

T Nov 19: Discuss thought question.

Online:

- Watch Freedom Writers Diary.

- Read article posted online.
- Take online quiz 11.

*Week 14*

T Nov 26: (Thanksgiving week; **both classes online**)

- Read Ravitch (Epilogue)
- Read Teaching Hope (Foreward, Preface, Introduction, and Essays: 14, 16, 34, 35, 42, 46, 50, 52, 53, 56, 58, 77, 78, 80, 84, 89, 90, 125, 127, 130, 135, 139).
- Read Crossing Over to Canaan.
- Take online quiz 12.

*Week 15*

T Dec 3: Last assignment **DUE**. Summary and thoughts.

Online:

- Post responses to last online thought question.

**Finals:** The final paper for this class is due by 5:00 pm on the class finals date (December 10).