TO: The Academic Senate
FROM: Committee on Instruction and Curriculum
SUBJECT: Application of INTS Course for GE Area D4
PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the applications of the following course for General Education (G.E.) for Area D4 for the 04-11 and earlier catalogs.

**INTS 3100 Global Systems**

**BACKGROUND INFORMATION:** This course was approved by the G.E. Subcommittee at its meeting on January 25, 2010. CIC unanimously approved this course for the G.E. area indicated above at its meeting on February 1, 2010.

All supporting documents (i.e., course syllabus, GE approval form) for this course are available for review on the 2/1/10 CIC Sharepoint meeting workspace. The web link for this workspace is: https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%20Meeting1/CIC%20Meeting%2009-10/default.aspx?InstanceID=20100201&Paged=Next&p_StartTimeUTC=20091005T210000Z&View=%7bE41DFE40%2d9625%2d422F%2dA79E%2d54BBB4ABD070%7d

[attachment]
Application for General Education Credit
for Upper Division Social Science Course (Area D4)

Course title: Global Systems  Course number: INTS 3100

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, describing the topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

D4 Goal: Courses meeting this requirement must apply the research findings of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.

1. Students will demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:

   **Explain and use** at least two standard or basic theories and models
   SLO: demonstrate an understanding of competing theories of globalization including, but not limited to, realism, idealism, liberalism, Marxism, and variants during in-class essay exams, class discussion, and on the research paper.

   **Define and use** key disciplinary terms
   SLO: demonstrate an understanding of and be able to apply key terms, including, but not limited to, global system, global governance, nation-state, international regimes, intergovernmental organizations, non-state actors, civil society, social movements during in-class discussion, in-class essay exams, and the research paper.

   **Explain and critique** professional applications of disciplinary concepts
   SLO: able to identify, explain, and assess the theoretical and empirical claims of professional applications in class readings during class discussion and in-class essay exams as well as in materials investigated for the research paper.

2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   **Identify key research issues and conduct an appropriate literature review**
   SLO: ability to formulate a contested issue in the debate over globalization, identify the related global system(s), the determine the kind of evidence that will be needed to support an argument.

   **Write** research-based hypotheses or research questions
   SLO: develop through several iterations a clear thesis statement and research plan, including the identification of the appropriate professional literature.

   **Collect data or use existing data to address** important social issues
SLO: demonstrate ability to collect data from primary and secondary sources through participation in in-class data-base workshops and the development of appropriate bibliographies and research notes in support of the research paper. Topics may be chosen from, but are not limited to, the following: beneficiaries of the trading system, impact of financial agency policies, global governance and political power, corporate systems and technological diffusion, free and fair trade, benefits of globalization, globalization and cultural change, technology and globalization, global division of labor, democracy in global systems, alternative global systems.

**Analyze data or describe how data should be analyzed**

SLO: ability to analyze data as demonstrated during in-class discussion, in-class essay exams, and the research paper.

3. Students will explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

SLO: students will demonstrate the variation in impact, opportunities, and vulnerabilities of globalization on individuals, groups, and nation-states during in-class discussion, in-class essay exams, and on the research paper.

4. Students will demonstrate advanced skills in oral and written argument in the social or behavioral sciences. (Possible topic areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.) See description of writing components at the end of this document

SLO: students will demonstrate oral argumentation based on class readings during in-class discussion and roundtable presentations (including peer learning); students will present the argument and supporting evidence for their research project in a formal presentation.

SLO: students will demonstrate written argumentation including the ability to articulate a thesis statement, develop argument and substance-driven outlines, establish a supporting bibliography, on homework exercises, on in-class essay exams and on the research paper (which may be revised). In-class writing includes group writing, peer review and individual portfolios.

5. Applicants should describe how the course will assist students in developing advanced information competence (see outcomes attached).

SLO: students will develop advanced information competence by participating in in-class data-base workshops and preparing and revising bibliographies that exhibit the use of topic-appropriate research materials including professional monographs and journals, online sources of governmental, intergovernmental, and non-governmental documents, and other online data-bases.