

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Transborder Studies (CCHICANO)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

TCL

Course Number

202

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Transborder Society and Culture II: Contemporary Issues

Course Catalog Description

Examines contemporary transborder culture; issues of health, gender, class, race, sexuality, family, colonialism, community development, migration and well being, within a transnational context.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[TCL 202 Syllabus--Spring 2024.pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

[Assignment: Research Paper](#) in which student researches and analyzes a legal, political, cultural, or historical issue of their choosing, relevant to this course.

Course's global context: The Transborder region between the US and Mexico is the site of cultures and societies, both ancient and contemporary, Indigenous and non-Indigenous, all of which have been shaped by generations of peoples that have called this place home. All of them impacted by colonization, migration, and modernization. Issues of peoplehood, nation-building, and bordering are analyzed and critiqued. Particular attention is paid to the Tohono O'odham and the Chicano/a/x experience.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

[Short essay #1](#) is based on the required textbooks(30-pts), Winston Erickson, *Sharing the Desert: The Tohono O'odham in History* (Arizona, 1994). Essay must be 2½-3 pages, 1" margins, double-spaced, 10-12 pt font. The assignment consists in answering substantial questions about the required reading.

As the Sonoran Desert was transformed politically from Indigenous homeland (O'odham jeved) to Spanish colony (Pimería Alta) to Mexican (Sonora) and US (Arizona) statehood, Indigenous, colonial, and migrant communities forged a political, economic, and social order, which is still informing the Transborder region today.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

[Short essay #2](#): Based on Aída Hurtado and Patricia Gurin, *Chicana/o Identity in a Changing US Society* (Arizona, 2004). Students write another 2½-3-page essay where they analyze the thesis and argument of the text.

After spending the first half-semester learning about the Transborder region as Indigenous land, students are confronted with the existential question about what it means to be "Chicano/a/x." More than a matter of cultural identity, in which language and customs, serve as markers, "Chicanidad" means bearing the scars of racism and inequality, and the political outrage that these issues spark. The reading enables students to think through these topics and address the issues of race, gender, and socioeconomic status.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Students use qualitative sources (books/readings), and discussions in class, to communicate coherent arguments in the two short essays and the research paper (as described above). Students develop an appreciation of the concepts of society and culture as being ideas that particular groups choose to define themselves, in relation to each other, to other groups, and the environment around them. In the case of Indigenous peoples and Mexicans, their respective cultures and societies are complicated by the US-Mexico Border, which has resulted in political entities, e.g. reservations and barrios, as well as personal identities, e.g. American Indian and Chicana/o.

Assignments: Two (2) short essays, one for each of the two required texts.

One (1) research paper, based on an issue or topic relevant to the course.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

1. Describe the Transborder region as Indigenous land, including how the settlement of this region looks from the point of view of one of these communities, namely Tohono O’odham Nation. [GCSI LO1, GCSI LO2]
2. Analyze strategies that the Mexican community has used in affirming its needs as a discrete part of American society. Together, O’odham and Mexican demonstrate that resistance is inherent to communal well-being, when confronted with pressure to assimilate. [GCSI LO3, GCSI LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Patricia Corona - January 24, 2025 at 2:00 PM (America/Phoenix)

Department Approval

Approved

Irasema Coronado - January 27, 2025 at 4:06 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 28, 2025 at 8:11 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 28, 2025 at 4:28 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 3, 2025 at 8:47 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - February 24, 2025 at 4:39 PM (America/Phoenix)

Revise and Resubmit. There is concern on how all four of the GCSI LO's are met with the two CLOs. There appears to be misalignment between the course learning outcomes and the GCSI LOs

specifically LO 1 and LO 2. Additionally, based on the information provided, the course appears to be mostly focused on U.S. content and not on global content, this is evidenced by the two texts in the course which focus on the US society. When re-submitting, please include examples of the research paper, short essay 1 and short essay 2. There is concern for the research paper that learners would be able to choose a topic that doesn't align with the GCSI outcomes.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Patricia Corona

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel